



Socio-demographic variables and Job Frustration as Predictive Influence of Burnout Syndrome among Selected Teachers in Lagos Metropolis

By

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Abstract

This study examined the influence of selected socio-demographic factors and job frustration on burnout among teachers in Lagos Metropolis, Nigeria. Cross-Sectional survey research utilising and ex-post factor design method was used to determine the relationship between job frustration and burnout syndrome among teachers. The independent variable (IV) is job frustration while the dependent variable (DV) is burnout syndrome. Nine Secondary schools in Alimosho Local Government Area (LGA) of Lagos were randomly selected out of which two hundred and eighty (280) secondary school teachers were conveniently sampled. The teachers responded to the Maslach Burnout Inventory (MBI) and the Job Frustration Scale. A simple linear regression analysis produced a statistically significant P-value of .000 and an adjusted R square (0.058) that shows that job frustration accounts for 5.8% of the total variation in burnout syndrome among the selected teachers. None of the other tested socio-demographic factors, age, gender, marital status and years on the job showed to be a significant determinant of burnout syndrome among the selected teachers. The study discussed the results and the implications that emanated from it while appropriate recommendations were also drawn.

Key Words: Teachers, Burnout Syndrome, Job Frustration

Introduction

The world of work is a complex society where human beings are faced with different challenges daily. In spite of the amenities of civilisation and all-round development in every circle of human life, life is not and had never been without challenges. In a civilised and complicated world of today, humans have been subjected to a complex variety of needs and demands from the moments of birth. Undoubtedly, work has a central role in people's life. Apart from the fact that it occupies a lot of their time, it also provides the financial basis for their lifestyles. Thus, the framework of

employees' job should be attractive and contribute to their satisfaction. It is believed that satisfaction at work may influence various aspects of work such as efficiency, productivity, absenteeism, turnovers, rate, and intention to quit, and finally employees' wellbeing (Baron & Kenny, 1986; Baron, 1986, Maghradi, 1999).

In line with the foregoing, Teachers' Burnout has been a popular area of research since the mid-1970s. In particular, research on teachers' burnout has become more projecting than research on any other human service occupation. This may be primarily because as central as it is to human existence, the teaching profession is increasingly being perceived as a highly stressful one. A pertinent question then is; why are so many teachers experiencing burnout? Researchers indicate that teachers continually face increasing workloads, larger class sizes, unmotivated and undisciplined students, minimal parental and or administrative support, and decreasing resources among other factors (Schaufeli, (2006), Schaufeli & Bakker, (2004), Schaufeli & Enzmann, 1998; Jackson, Schwab & Shuler, 2006; Bauer, Sauer & Becker (2006): Hastings & Bham, 2005; Busc, Pederson, Espin & Weissenburger, 2001).

At this point, it is of immense importance to define and explain in clear terms what burnout connotes in the context of this study. Burnout is defined as the psychological syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment (Maslach, 1993). On the one hand, emotional exhaustion refers to the depletion of psychic energy or draining of emotional resources, while depersonalization denotes the development of negative, cynical attitudes towards the recipients of one's service. On the other hand, however, reduced personal accomplishment is the tendency of the employee to evaluate his works negatively - an evaluation that is often accompanied by feelings of insufficiency.

The term Burnout was first defined by Freudenberger (1974) and involved feelings of failure and exhaustion resulting from excessive demands on a person's energy with the insufficient reward for the effort. Indeed, the actuality of burnout among teachers is a significant problem which needs to be recognised and treated. In the last few decades of the twentieth century, the concept of stress and burnout has come to be a common word applied to the pressures that humans experience in life, particularly in the work environment. The term takes on particular importance for those

individuals working within the field of the helping professions, which include teachers, psychologists, police, social workers and mental health clinicians.

Frustration, according to Akrani (2011), is one of the causes of stress. Studies have consistently shown that burnout could be caused by stress. Arogundade and Onabanjo (2013) noted that stress is the state of a person in response to changes in the environment that takes place due to too little or too much demand on the individual with normal adjustment responses being either unavailable or not efficient to re-establish equilibrium. Frustration in Akrani's opinion arises when one's motivation to achieve a desired goal is blocked. For instance, an employee that wants to finish a report before the end of the day but finds that something or the others keep interrupting him at work which can ultimately lead to frustration (Akrani, 2011). The reactions to frustration are also known as Defense Mechanisms. Ultimately, defence mechanisms try to defend individuals from the psychological effects of a blocked goal. When some employees get frustrated, they become tensed and irritable. They experience an uneasy inward feeling which makes them to display some other reactions of frustration.

Teaching can be considered a high-stress occupation, possibly leading to high frustration as well. More often than not, an education system has all the elements associated with stress such as a bureaucratic structure, continuous evaluation of its processes and outcomes and increasingly intensive interpersonal interactions with students, parents, colleagues and principal and the community etc. In addition, increased student misconduct, student apathy, overcrowded classrooms, inadequate salaries, demanding or unsupportive parents, expanding administrative loads, lack of infrastructural support, and an increasingly cynical public opinion have also contributed significantly to an embittered teacher force throughout the world. Consequent upon this, however, Carter & Lowe (1994) defines teacher burnout as physical, emotional, and attitudinal exhaustion that begins with a feeling of uneasiness and mounts as the joy of teaching begins to slip away gradually.

Oboegbulem and Ogonnaya (2008) explain that teacher burnout is a significant problem in the field of education, often resulting in a high turnover rate for new teachers. Teacher burnout has a debilitating effect on the process of learning, the teachers' health, and the delivery of services to

students. Job burnout has far-reaching implications that go well beyond the individual who is experiencing burnout. As a matter of fact, findings from psychological and social research have shown that apart from the direct, physiological and psychological effects of burnout, the negative consequences of teacher burnout impinge on all levels of the workplace, as well as on family life (Schwab, 1993; Maslach & Jackson, 1986). Additionally, research findings have also indicated a decline in the quality of care and services provided by individuals in human service occupations when they experience burnout (Abel & Sewell, 2003). Indeed, teachers' situation is deteriorating daily in Nigeria and many other parts of the globe. Support and supervision services are lacking, the facilities and resources of the classrooms are usually at minimal levels, the status of teachers is decreasing at the same time as the working conditions are getting worse and this has led to many getting burned out with this noble profession.

Consequently, there have been issues of teachers' absenteeism, lack of job satisfaction, lack of commitment lowered effectiveness, among others. Oboegbulem and Ogbonnaya (2008) found that poor working conditions, time pressure and poor school structures are some of the causes of burnout among Nigerian teachers. Other issues that have been raised in connection with teachers' burnout include role conflict, class population, physical working condition, teachers' condition of service, role ambiguity, unreasonable and unconcerned parents, and teachers personal and domestic problems. Burnout among teachers in Nigeria includes but are not limited to classroom overload leading to work overload, parent interference and so many others. This study, therefore, aims to understand the influence of selected socio-demographic factors and job frustration on burnout among teachers in Lagos Metropolis, Nigeria. The results of this study will be an addition to knowledge and literature surrounding teacher burnout in our communities and to the society in general.

Scholarly discourse on job frustration particularly the one induced by burnout syndrome among employees in the workplace is on the rise despite many years of broad discussion on how this problem should be adequately tackled. Consequent upon this, however, objectives of this study will be at this point flagged and attention will be paid to the related theories on which the study is impinged. This is necessary because any discourse on frustration among employees would largely be enriched by clearly stating the objectives of such a study.

Research Objectives:

In line with the foregoing, the objectives of this study are:

1. To determine if job frustration is a predictive factor of burnout among teachers.
2. To examine if age is a determinant factor of burnout among teachers.
3. To analyse marital status as a determinant factor of burnout syndrome among the teachers.
4. To investigate if gender will be a determining factor of burnout among the teachers
5. To assess years of experience as a determining factor of burnout among teachers.

At the theoretical level, different scholars particularly in psychological and sociological enterprises have come up with different theoretical suppositions to advance reasons for the increasing rate of burnout syndrome induced job frustration among employees in many societies of the world. However, none of these psychological and sociological theories can singly and adequately explain the predictive influence of burnout syndrome on the frustration that teachers display at work. To this end, a credible explanation of this assessment of how burnout syndrome serves as influencing factor for teachers' frustration particularly among selected participants in Lagos metropolis will emerge through the synthesis of three psychological theories. This is necessary in order to avoid the pitfall and limitation inherent in adopting a theory to capture the issues in this study. A way out of this logjam is therefore achieved in this study by employing the synthesis of Clinical Model of Burnout of Herber Freudenberger (1973) and Frustration and Aggression theory.

Clinical Model of Burnout - Herbert Freudenberger (1973)

Freudenberger's original notion of burnout emphasised a state of exhaustion brought about by working too intensely and without regard to one's personal needs. He posited that this condition occurred more frequently among the "dedicated and committed- those who work too much, too long and intensely" (Freudenberger, 1974), who regard their needs and wants as secondary and who feel pressure to give coming from their sides: from within themselves, from needy clients and from harried staffs administrators (Farber, 1991). This danger may engender guilt, which in turn may spur these workers to expend even higher energies. To Freudenberger therefore, burnout is a result of excessively striving to reach some unrealistic expectations imposed by one's self or the values of society.

Mostly, Freudenberger took a clinical approach to understanding burnout. He described its aetiology, symptoms, clinical course and recommend treatment focusing on greater awareness of one's needs and values. In his view, value shifts in our society have contributed to the ambiguity in our lives, which in turn, has created a fertile ground for the growth of burnout. Freudenberger's notion of the concept of burnout has been criticised on several grounds by recent researchers. A most notable criticism as Farber (1991) noted is that the theory substitutes an unrealistically romantic and noble view of the helper's clientele. Many burned out teachers in either their personal or professional lives have not paid a high price for high achievement and do not suffer from a surfeit of dedication or enthusiasm and do not push themselves ever onward to work even harder as Freudenberger posited.

Frustration and Aggression (F-A) Theory

In 1939, Dollard, Doob, Miller, Mowrer, and Sears published a monograph on aggression in which they presented what has come to be known as the frustration-aggression hypothesis (F-A). This hypothesis proved to have an immense impact. As to the principal hypothesis, Dollard et al. (1939) posited "that the occurrence of aggressive behaviour always presupposes the existence of frustration and contrariwise, that the existence of frustration always leads to some form of aggression". Frustration, in this context, was specified as the thwarting of a goal response, and a goal response, in turn, was taken to mean the final reinforcing operation in an ongoing behaviour sequence. At times, however, the term "frustration" is used to refer not only to the process of blocking a person's attainment of a reinforcer but also to the reaction to such blocking. Consequently, being frustrated means both that one's access to reinforcers is being thwarted by another party (or possibly by particular circumstances) and that one's reaction to this thwarting is one of annoyance.

It was soon recognised that the initial claims – (a) that aggression is always based on frustration and (b) that frustration always leads to aggression – were far too general. This blame made frustration both a necessary and sufficient condition for aggression. Miller (1941) was quick to retract the latter part of the proposal. Quite obviously, frustrations do not cause hostile or aggressive outburst by necessity. The potential outburst may be effectively inhibited or may result in alternative actions, such as the pursuit of other, more readily available reinforcers. Miller,

therefore, rephrased the second part of the hypothesis to read: "frustration produces instigations to several different types of response, one of which is an instigation to some form of aggression."

According to this reformulation, frustration actuates motivational forces that are diffuse rather than specific to aggression. It is assigned to properties of a general drive. Such apparent moderation has not been applied to the first part of the original F-A hypothesis; however, Miller (1941) found the generality of this claim both permissible and useful.

In consonance with the objectives highlighted in one of the sections of this study above, the following are the research hypotheses for this study.

1. Job frustration will significantly predict burnout among teachers.
2. Older teachers will be more significantly susceptible to burnout on the job than younger teachers.
3. Married teachers will significantly experience more burnout than single teachers.
4. Gender will be a significant determinant of burnout among the teachers
5. There will be a significant difference in teacher burnout among teachers, based on years of teaching experience.

Methods

This study adopted cross-sectional survey research utilising an ex-post factor design method to determine the relationship between job frustration and burnout syndrome among teachers. The independent variable (IV) is job frustration while the dependent variable (DV) is burnout syndrome. The population of this study consists of teachers working in selected secondary schools in Lagos metropolis. Thus, participants in this study are 280 secondary school teachers. Nine high schools in Alimosho LGA, Lagos were selected by random sampling while the 280 teachers were conveniently sampled.

Two different instruments were employed to collect data from the respondents. A section of the survey collected demographic data which included age, gender, and educational qualification. The other two parts include two different standardised instruments to measure job frustration and burnout.

Maslach Burnout Inventory (MBI) – which was developed by Maslach and Jackson (1981) was used to measure the dimensions of teachers' burnout. A second version was later developed for use among workers in educational institutions. It has been tested, validated and normed for educators. It consists of 22 items forming three subscales: Emotional Exhaustion, Depersonalization and Reduced Personal Accomplishment.

Psychometric Properties

The factorial, convergent validity and reliability of the scale is very encouraging (Schaufeli, Enzmann & Girault, 1993). Reliability refers to the degree to which results are repeatable and applies to both subject scores on the measure as well as the study as a whole (Durrheim & Wassenaar, 1999). Maslach et al., (1997) assessed reliability coefficients based on samples that were not used in the item selection which will avoid improper inflation of the reliability estimates. The reliability coefficients for Emotional Exhaustion (EE) were 0.90, for Depersonalization (DP) 0.79, and for per Personal Accomplishment (PA) 0.71. The standard error of the mean for each subscale was 3.80 for EE, 3.16 for DP, and 3.73 for PA (Maslach et al., 1997).

Job Frustration Scale by Peters, O'Connor & Rudolf, C.J. (1980) - The frustration scale consists of 3 items asking how frustrating a particular job or task has been; items are answered on a 7-point Likert scale, with higher scores indicating more frustration. Questions are asked in the past tense.

Psychometric Properties

Reliability refers to the degree to which results are repeatable and applies to both subject scores on the measure as well as the study as a whole (Durrheim & Wassenaar, 1999). The reliability of the job frustration scale coefficient alpha values ranged from .67 to .84 (Furtunato, Jex, & Heinisch, 1999; Jex, 1999; Jex, Beehr, & Roberts, 1992; Jex & Gudanowski, 1992; Spector & O'connell, 1994).

Ethical Consideration: A thoroughly informed consent letter was presented and explained to the participants before the questionnaires were handed to them. Their anonymity and confidentiality were also guaranteed. The respondents were not required to put their names or any other information on the survey that could reveal their identify.

Results

The results for the three hypotheses tested for this study are presented in this section. The statistics include the *t*-Test for independent samples and Simple Linear Regression Analyses statistics.

Hypothesis One

Job frustration will significantly predict burnout among selected teachers in Lagos State.

Table 1

Summary of simple linear regression showing the prediction of job frustration on burnout syndrome

MODEL	SS	df	Mean Sq	F	P-value	R	R2	Adj R2
Regression	4175.66	1	4175.66	17.19	.000	.241	.058	.055
Residual	67525.97	278	242.90					
Total	71701.63	279						

Predictors: (constant) Job Frustration.

The result in Table 1 shows a multiple correlation coefficient (R) of 0.24 which is a relatively good level of prediction on the dependent variable. The adjusted R square (0.058), shows that Job Frustration accounts for 5.8% of the total variation in Burnout Syndrome among the selected teachers. The table also reveals that analysis of variance of the multiple regression data produced a statistically significant F-ratio value ($F(1,278) = 17.19, P < 0.05$). The result indicates that Job Frustration significantly predicts Burnout Syndrome; hence the hypothesis is therefore supported and accepted.

Hypothesis Two

Age will be a significant determinant of burnout among the selected teachers

Result

A one-way between subjects' ANOVA was conducted to compare the burnout syndrome of the teachers of selected schools in Lagos state Nigeria, based on their age groups. Their age groups were classified into seven levels labelled 18-25, 26-30, 31-35, 36-40, 41-45, 46-50 years of age and 50 years above. The independent variable represented the seven different age levels, while the dependent variable was the teachers' burnout syndrome scores. See Table 2 for the means and standard deviations for each of the seven groups of age levels.

Table 2

<i>Means and Standard Deviations of Burnout Syndrome Scores</i>			
METHOD	<i>n</i>	<i>Mean</i>	<i>SD</i>
18-25 Years	31	66.81	20.71
26-30 Years	61	65.49	16.93
31-35 Years	54	68.69	16.69
36-40 Years	41	68.17	14.23
41-45 Years	47	69.17	15.34
46-50 Years	14	70.43	8.40
50 Years Above	22	74.50	14.53
TOTAL	270	68.32	16.20

An alpha level of .05 was used for all analyses. Table 3 shows the analysis of variance for the Burnout Syndrome scores of the selected teachers based on their age levels.

Table 3

<i>Analysis of Variance for Burnout Syndrome Scores</i>					
SOURCE	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between	1503.50	6	250.58	.954	.457
Within	69091.11	263	262.70		
Total	70594.61	269			

The result of the analysis failed to reveal a significant difference in the Burnout Syndrome scores of the selected teachers in Lagos state Nigeria, based on their age groups at the $p > .05$ level for the seven age levels [$F(6,263) = .954, p = 0.457$]. Post hoc comparisons using the Tukey HSD test did not indicate any significant differences among the age groups when tested singly. Taken together, these results show that age is not a significant determinant of the burnout syndrome of selected teachers in Lagos Nigeria. The hypothesis was therefore rejected.

Hypothesis Three

Married teachers will experience more burnout than single teachers.

Result**Table 4**

t-Test Table for the burnout syndrome scores of married and single selected teachers

MARITAL STATUS	N	\bar{X}	SD	T	P
MARRIED	172	68.19	15.64	0.086	>.05
SINGLE	97	68.36	16.84		

The *t*-Test scores showed that there were 172 married selected teachers and 97 single selected teachers while the mean Burnout Syndrome scores were 68.19 and 68.36 respectively. The directional significance *p*-value associated with this test was .932. The *t*-Test failed to reveal a statistically significantly reliable difference between the mean scores of the burnout syndrome that the married teachers have ($M = 68.19$, $SD = 15.64$) and that of the single teachers ($M = 68.36$, $SD = 16.84$), $t(267) = 0.086$, $p = .932$, $\alpha = .05$. It can be therefore concluded that the Burnout Syndrome levels of the married selected teachers are not higher than that of the single selected teachers. The hypothesis was therefore rejected.

Hypothesis Four

Gender will be a significant determinant of burnout among the teachers.

Results**Table 5**

t-Test Table for the burnout syndrome scores of male and female selected teachers

GENDER	N	\bar{X}	SD	T	P
MALES	120	69.73	16.37	1.174	>.05
FEMALES	159	67.46	15.74		

The *t*-Test scores showed that there were 120 male selected teachers and 159 female selected teachers while the mean Burnout Syndrome scores were 69.73 and 67.46 respectively. The directional significance *p*-value associated with this test was .241. The *t*-Test failed to reveal a statistically significantly reliable difference between the mean scores of the Burnout Syndrome that the male teachers have ($M = 69.73$, $SD = 16.37$) and that of the female teachers ($M = 67.46$, $SD = 15.74$), $t(277) = 1.174$, $p = .241$, $\alpha = .05$. It can be therefore concluded that the Burnout Syndrome levels of the male selected teachers are not higher than that of the female selected teachers. The hypothesis was therefore rejected.

Hypothesis Five

Years of teaching experience will be a significant determinant of burnout among the selected teachers.

Results

A one-way between subjects' ANOVA was conducted to compare the burnout syndrome of the teachers of selected schools in Lagos state Nigeria, based on their years of teaching experience groups. Their years of teaching experience groups were classified in seven levels labelled 0-5, 6-10, 11-15, 16-20, 21-25, 26-30 and 31 years above. The independent variable represented the seven different years of teaching experience levels, while the dependent variable was the teachers' burnout syndrome scores. See Table 6 for the means and standard deviations for each of the seven groups of years of teaching experience levels.

Table 6

<i>Means and Standard Deviations of Burnout Syndrome Scores</i>			
<i>METHOD</i>	<i>n</i>	<i>Mean</i>	<i>SD</i>
0-5 Years	95	66.61	17.57
6-10 Years	89	67.39	17.16
11-15 Years	56	70.30	12.98
16-20 Years	27	72.63	12.05

21-25 Years	8	69.75	15.03
26-30 Years	2	68.50	26.16
31 Years Above	3	75.33	10.21
TOTAL	280	68.38	16.03

An alpha level.05 was used for all analyses. Table 7 shows the analysis of variance for the Burnout Syndrome scores of the selected teachers based on their years of teaching experience levels.

Table 7

<i>Analysis of Variance for Burnout Syndrome Scores</i>					
SOURCE	SS	Df	MS	F	p
Between	1238.99	6	206.50	.800	.571
Within	70462.63	273	258.11		
Total	71701.63	279			

The result of the analysis failed to reveal a significant difference in the Burnout Syndrome scores of the selected teachers in Lagos state Nigeria, based on their years of teaching experience groups at the $p > .05$ level for the seven years of teaching experience levels [$F(6,273) = .800, p = 0.571$]. Post hoc comparisons using the Tukey HSD test did not indicate any significant differences among the years of teaching experience groups when tested singly. Taken together, these results show that years of teaching experience is not a substantial factor in the Burnout Syndrome of selected teachers in Lagos Nigeria. The hypothesis was therefore rejected.

Discussion

The result from hypothesis one which states that job frustration will significantly predict burnout among selected teachers in Lagos State, showed job frustration to be a significant predictor of burnout syndrome among the teacher body. This finding, however, appears to be somewhat consistent with the previous empirical findings. Despite a dearth of literature examining the influence of job frustration on burnout, Spector (1975) found job frustration to be linked to burnout, anxiety, dissatisfaction and withdrawal. Storms and Spector (1987) also found the same

results as stated above, with job frustration positively related and a predictor to numerous negative behavioural reactions such as burnout, aggression, hostility, dissatisfaction, withdrawal and intent to quit. The result of this study adds to the body of knowledge focusing on job frustration and burnout in Nigeria.

The result from hypothesis two which states that age will be a significant determinant of burnout among the selected teachers did not show age to be a significant determinant of burnout among the selected teachers in Lagos State. This finding appears to be mostly inconsistent with previous empirical findings. For instance, McIntyre (1981) found older teachers to be faring better concerning burnout than their younger colleagues. Increasing age was found significantly correlated with more frequent feelings of personal accomplishment and negatively correlated with both the frequency and intensity dimensions of the emotional exhaustion subscale and stronger feelings of depersonalization. Raison (1981) also found the same results as stated above, with younger teachers feeling more frequent depersonalization. However, when McIntyre controlled for the effects of years of teaching and years in the present assignment by the use of partial correlation, the only significant correlation left was a negative correlation between increasing age and strength of feelings of emotional exhaustion. These results are then the same as those of Schwab (1980), who found younger teachers to feel more "burned out" only on the intensity section of the emotional exhaustion Subscale. The teachers in McIntyre's study were also categorized according to age as follows: 20 to 30, 31 to 40, 41 to 50, and over 50 years of age. Significant differences between groups were found. The teachers in the youngest age groupings scored significantly higher on both dimensions of the emotional exhaustion subscale than their colleagues in the two older groupings.

On the frequency of feelings of personal accomplishment dimensions, teachers in the 41 to 50 age group reported the greatest feelings of personal accomplishment. No other group differences were found. Future research endeavours have been suggested to investigate why younger persons consistently appear more burned out than their older colleagues. Possibly expertise and job satisfaction come with age or perhaps most burned out teachers drop out of the profession, leaving a greater percentage of burned out teachers in the younger groups who themselves eventually will

leave the field. The reason for the results of this study which examines Nigerian population might be a subject for future research considerations as well.

The result from hypothesis three which states that married teachers will experience more burnout than single teachers did not show marriage to be a significant determinant of burnout among the selected teachers in Lagos State. This finding appears to be both consistent and inconsistent with previous empirical findings. Raison (1981), using the MBI, found single regular teachers reporting the greater frequency of emotional exhaustion and more intense feelings of depersonalization than their married colleagues, while teachers who were divorced, separated, or widowed reported more intense and frequent feelings of emotional exhaustion. However, Schwab (1980) in a survey of teachers, and McIntyre (1981) and Presley and Morgan (1982) in surveys of education teachers found no marital status differences concerning burnout as measured by the MBI. Reasons for the discrepancy between the studies are not evident, although the influence of some other variable such as years in marriage, supportiveness of spouse, the stability of marriage, or quality of singles lifestyle may be an important factor. Several children was not found to be a factor in burnout (Schwab, 1980). The socio-economic situation of the country of study is such that affects both married and non-married adults alike. This may be a reason why the teachers who are married and those who are not may experience burnout alike.

The result from hypothesis four which states that gender will be a significant determinant of burnout among the teachers did not show gender to be a significant determinant of burnout among the selected teachers in Lagos State. This finding appears to be mostly inconsistent with previous empirical findings. McIntyre (1981), using the MBI, found that males had significantly fewer feelings of personal accomplishment than females and scored higher on both dimensions of the Depersonalization subscale indicating that they had more frequent and intense feelings of negative attitudes toward their students. These findings are in agreement with the results of Schwab (1980) and Anderson (1980) while being in partial agreement with those of Raison (1981). Schwab and Anderson, using a mixed group of regular and special teachers, obtained the same higher scores for males on the Depersonalization subscale, but Raison did not find males scoring lower on the frequency part of Personal Accomplishment subscale. Again, the socio-economic situation of the

country of study is such that affects both male and female adults alike. This may be a reason why the teachers who are male and those who are not female may experience burnout alike.

The result from hypothesis five which states that teachers with lower years of teaching experience will significantly experience more burnout than teachers with higher years teaching experience did not show several years of experience to be a significant determinant of burnout among the selected teachers in Lagos State. This finding appears to be both consistence and inconsistent with previous empirical findings. Zabel and Zabel (1981), using the MBI, found significant correlations between increasing years of experience and lowered feelings of personal pride on the job. They also found that as years of experience increased, negative feelings towards one's students and feelings of being emotionally exhausted decreased. These findings are contrary to those of McIntyre (1981), who also surveyed teachers and used the same instrument. McIntyre found no significant correlations. McIntyre also divided his sample into groups by years of experience. Teachers with one to three and seven to ten years of experience had significantly more frequent feelings of emotional exhaustion than the other three groupings (four to six, eleven to fifteen, and over fifteen years of experience). On the dimension assessing the strength of emotional exhaustion, those with over fifteen years of teaching experience fared better than their less experienced colleagues by significantly weaker feelings of emotional exhaustion (McIntyre (1981). Also, on the intensity dimension of emotional exhaustion subscale of the MBI, Anderson (1980) in a study of general teachers found those with over 25 years of experience faring better than those with five to twelve years on the job. Anderson (1980) also found older groups feeling a greater sense of personal pride concerning their jobs than the younger groups. These findings are in contrast to those of Schwab (1980), who, in a random sampling of public-school teachers found no significant differences between groups concerning burnout on the years of teaching variables. Additionally, Presley & Morgan (1981) found the number of years to be a predictor of burnout.

Implications of the study and Recommendations

The finding of this study contributed meaningfully to the ever-existing literature on job frustration, age, marital status, years of experience, gender and burnout. Most importantly, this study has reaffirmed the strong need for leaders in the education sector to ensure that the policies they adopt

on factors that may cause burnout among teachers are geared towards enhancing opportunities for less workload, work-life balance, a paycheck that is commensurate with the socio-economic situation of the country, etc. The contributions of teachers to the sustainable development of the country cannot be undermined. The experiences teachers have that lead to burnout must be a centre of focus to current and subsequent government administrations. If frustration on the job is given centre-point in policy development affecting teachers, then burnout will decrease among the teachers while positive behaviour that affects the school, communities and society, in general, will likely increase. The study has also been able to enrich the literature bordering on the critical variables under investigation.

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