EMPLOYEES' BURNOUT AND EMPLOYEES' PERFORMANCE AT FEDERAL UNIVERSITY DUTSIN-MA, KATSINA STATE.

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Abstract

Employee performance is a cornerstone of institutional effectiveness, particularly in academic environments within developing economies where expectations are high and resources are often constrained. In such contexts, employee burnout poses a critical threat to organizational productivity and long-term sustainability. This study examines the influence of burnout—operationalized through emotional exhaustion, depersonalization, and reduced personal accomplishment—on employee performance at the Federal University Dutsin-Ma (FUDMA), Katsina State, Nigeria. Adopting a quantitative research design, data were gathered from 360 purposively selected staff members out of a population of 3,356 using a structured questionnaire. The study employed descriptive statistics and multiple regression analysis to assess the strength and direction of the relationships between burnout dimensions and employee performance. Findings indicate that all three burnout components exert a statistically significant negative effect on employee's performance, with emotional exhaustion emerging as the most potent predictor. These results highlight the pervasive and undermining effect of psychological strain on individual productivity and institutional outcomes. The study recommends that FUDMA management adopt a proactive stance by promoting work-life balance, institutionalizing psychological support systems, enhancing intrinsic job satisfaction, and cultivating effective leadership. The practical implications extend to designing integrated wellness initiatives, recognition and reward mechanisms, and workload optimization strategies aimed at sustaining employee engagement and improving organizational resilience.

Keywords: Employee burnout; emotional exhaustion; depersonalization; reduced personal accomplishment; performance.

Introduction

Employee performance is critical to the growth, sustainability, and effectiveness of academic institutions, particularly in developing economies where resources are scarce and expectations are high (Bakker & Demerouti, 2022). In recent years, the global academic sector has faced increasing concerns about declining employee performance, largely attributed to workplace stress, emotional exhaustion, and psychological fatigue—collectively referred to as burnout (Maslach et al., 2021). According to a Gallup (2023) report, about 76% of employees experience burnout at least sometimes, while 28% report feeling burned out "very often" or "always," with detrimental implications for individual productivity, organizational commitment, and institutional success. In higher education, burnout significantly impairs performance by undermining academic staff's ability to engage effectively in teaching, research, and administrative responsibilities (Amer et al., 2022).

In Nigeria, the situation is particularly critical. Burnout has emerged as a persistent challenge within public universities due to overwhelming workloads, insufficient academic support, prolonged strike actions, and inadequate remuneration (Salau et al., 2020). The National Bureau of Statistics (NBS, 2023) reports a consistent decline in productivity across public universities, citing psychological strain and low morale among academic and non-academic staff as significant contributing factors. In Northern Nigeria, universities are even more vulnerable, as cultural constraints, insecurity, and administrative inefficiencies compound the stressors faced by employees. A study by Bello and Ahmed (2021) indicated that over 60% of academic staff in Northern Nigerian public universities experience moderate to high levels of burnout, leading to reduced engagement and suboptimal job performance.

Burnout, defined as a psychological condition resulting from prolonged exposure to work-related stress, manifests through three key dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach et al., 2021). Emotional exhaustion reflects feelings of being emotionally overextended and drained; depersonalization involves negative, cynical attitudes toward work and recipients of one's service; while reduced personal accomplishment entails feelings of inefficacy and a lack of achievement (Demerouti et al., 2022). These symptoms collectively erode the energy and motivation required for optimal performance in the academic environment, where intellectual and emotional investment are essential.

Academic staff in Nigerian universities, including Federal University Dutsin-Ma, are increasingly exhibiting signs of burnout, which negatively affects their ability to meet the complex demands of their roles. These include managing large class sizes, conducting research under constrained conditions, performing administrative duties with limited resources, and dealing with bureaucratic barriers to career development (Egbuta & Ibrahim, 2022). Consequently, burnout not only hampers productivity but also contributes to increased absenteeism, reduced innovation, and poor service delivery in the academic system (Adamu & Umar, 2022).

Despite the growing prevalence of burnout and its recognized impact on employee outcomes, empirical studies that investigate the direct effect of burnout on employee performance in Nigerian universities remain limited. Most existing literature focuses on general stress, with minimal emphasis on how burnout influences critical performance metrics such as task efficiency, creativity, collaboration, and teaching quality (Salau et al., 2020). Moreover, the unique socio-cultural and institutional dynamics of universities in Northern Nigeria are often

overlooked in mainstream research, creating a knowledge gap that hinders context-specific policy interventions.

This study, therefore, seeks to bridge this gap by examining the effect of employee burnout—specifically its dimensions of emotional exhaustion, depersonalization, and reduced personal accomplishment—on employee performance at Federal University Dutsin-Ma, Katsina State. The findings will provide empirical insights that can inform institutional strategies aimed at enhancing employee well-being, reducing psychological strain, and improving overall organizational effectiveness in Nigerian academic institution

Objectives of the Study

The study aims to explore the effect of burnout on employees' performance in federal university Dutsin-Ma, Katsina state. The specific objectives of the study are to:

i.   Examine the effect of emotional exhaustion on employee performance at the Federal University Dutsin-Ma, Katsina State.

ii.   Determine the impact of depersonalization on employee performance at the Federal University Dutsin-Ma, Katsina State

iii. Investigate the influence of reduced personal accomplishment on employee performance at the Federal University Dutsin-Ma, Katsina State.

Hypotheses of the Study

Based on the research objectives, the following hypotheses are proposed:

H_{01}: Emotional exhaustion has no significant effect on employee performance at the Federal University Dutsin-Ma, Katsina State.

$H_{0}2$: Depersonalization has no significant impact on employee performance at the Federal University Dutsin-Ma, Katsina State.

$H_{0}3$: Reduced personal accomplishment has no significant influence on employee performance at the Federal University Dutsin-Ma, Katsina State.

Literature Review

This section provides a review of literature related to employees' performance and employee burnout.

Concept of employees' performance

Employee performance refers to the extent to which an employee effectively fulfills job responsibilities, meets organizational goals, and contributes to the overall success of the organization (Kibaru & Karanja, 2022). It encompasses a range of behaviors including task completion, innovation, efficiency, collaboration, and adherence to institutional standards. According to Adeola and Ogunyomi (2023), employee performance is the observable behavior and contributions made by employees that help the organization achieve its strategic objectives. These may include both qualitative and quantitative outcomes such as work quality, punctuality, teamwork, and service delivery.

Performance is often measured through various dimensions such as task performance (completion of duties), contextual performance (extra-role behavior), and counterproductive work behavior (actions that hinder organizational functioning) (Koopmans et al., 2014; Bashir & Mahmood, 2022). In academic settings, employee performance includes effective teaching, impactful research, administrative efficiency, and student engagement (Alhassan & Suleiman, 2022).

For this study, we define employee performance as the degree to which academic and non-academic staff at Federal University Dutsin-Ma are able to meet institutional expectations in terms of task efficiency, role commitment, collaborative behavior, and service delivery, particularly under conditions of psychological strain such as burnout.

Concept of Employee Burnout

Burnout is a psychological syndrome characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment, which emerges due to prolonged exposure to occupational stressors (Bianchi et al., 2021). It represents a multidimensional response to chronic workplace stress, comprising exhaustion, cynicism toward one's job, and inefficacy in achieving personal goals (Schaufeli et al., 2022). Similarly, it reflects a state of mental weariness caused by prolonged and excessive demands in the work environment, often leading to decreased professional efficacy and personal disengagement (Maslach & Leiter, 2021). For this study, we define Burnout as Burnout is a work-related state of psychological distress resulting from chronic exposure to job demands and insufficient resources, culminating in emotional depletion and reduced motivation.

Emotional Exhaustion (EE)

Emotional exhaustion refers to the depletion of emotional and physical resources caused by prolonged exposure to workplace stressors (Schaufeli & Taris, 2021). This state of exhaustion is considered the central component of burnout, reflecting feelings of being emotionally drained and a lack of energy due to excessive work demands (Maslach & Leiter, 2022). It manifests as chronic fatigue, which negatively impacts both cognitive and emotional functioning in professional environments (Khan et al., 2023). As a result, individuals experiencing emotional exhaustion find it increasingly difficult to recover, even with rest, leading to a continuous cycle of weariness (Lee et al., 2023). For this study, we define emotional exhaustion as a chronic fatigue, which negatively impacts both cognitive and emotional functioning in professional environments.

Depersonalization (DP) (or Cynicism)

Depersonalization, a critical dimension of burnout, is often understood as a form of emotional detachment arising from workplace stressors. Specifically, it involves a cynical and detached attitude toward one's job and its recipients, functioning as a coping mechanism to mitigate the psychological strain of chronic stress (Schaufeli et al., 2022). This detachment not only serves as a shield against emotional exhaustion but also manifests in interpersonal interactions, often disrupting relationships with coworkers and clients due to emotional withdrawal (Maslach et

al., 2021). In workplace settings, depersonalization is characterized by impersonal treatment of colleagues or clients, frequently stemming from ongoing frustration and unrelieved stress (Park & Lee, 2022). For this study, depersonalization is defined as a psychological response to prolonged workplace stress, involving emotional withdrawal, detachment, and a defensive mechanism that disrupts interpersonal relationships and reduces professional engagement.

Reduced Personal Accomplishment (RPA)

Reduced personal accomplishment, a core dimension of burnout, reflects a perception of professional inefficacy and a sense of inadequacy in achieving work-related goals. It captures the internalized feelings of failure and the inability to meet expectations, often arising in high-stress environments (Lam et al., 2022). This diminished sense of accomplishment is intricately linked to decreased job satisfaction and morale, further exacerbating feelings of disengagement and dissatisfaction in the workplace (Maslach & Leiter, 2021). Prolonged exposure to workplace stressors compounds this issue, leading to a sense of ineffectiveness and diminished self-confidence, which are hallmark outcomes of burnout (Huang et al., 2023). For this study, reduced personal accomplishment is defined as a cognitive and emotional state marked by perceived professional inefficacy, a sense of failing to meet career goals, and diminished self-confidence due to prolonged exposure to workplace stressors.

Review of empirical studies

Reviews of empirical studies on burnout and employees' performance around the globe are given in this section.

Zhang and Li (2023) explored the impact of burnout on job performance among 310 front-line healthcare workers in China. Utilizing Structural Equation Modeling (SEM), their study found that emotional exhaustion significantly diminished both task and contextual performance, thereby emphasizing the urgent need for institutional support to manage psychological strain in healthcare environments. Similarly, Yusuf et al (2023) examined burnout among 240 academic staff in Nigerian universities. Their multiple regression analysis revealed that emotional exhaustion and depersonalization were strongly associated with reduced teaching effectiveness and research output, suggesting the necessity of interventions aimed at managing academic workload and promoting well-being.

In a related context, Morales and Rivera (2023) investigated how emotional exhaustion affects customer service performance among logistics workers in Mexico. The study identified a strong negative correlation, indicating that burnout compromises both communication effectiveness and timely task completion. Further supporting this pattern, Adeyemi and Okon (2023) conducted a study among secondary school teachers in Nigeria, finding that high levels of depersonalization and reduced personal accomplishment significantly curtailed classroom engagement and instructional quality. These findings underscore the educational sector's vulnerability to burnout-induced performance decline.

Tanaka and Fujimoto (2023), in their study of 270 nurses in Japanese hospitals, echoed similar concerns. They found that emotional exhaustion was closely linked to increased medical errors and delayed task execution. Consequently, the authors recommended mindfulness training as a viable strategy to combat burnout. Moreover, Ibrahim et al. (2022) focused on non-academic

staff in Nigerian universities and demonstrated that both depersonalization and emotional exhaustion negatively affected administrative efficiency and goal attainment, suggesting that burnout is not confined to academic roles but extends to support functions as well.

In the domain of innovation-driven roles, Lee and Park (2022) found that emotional exhaustion undermines creativity and innovation performance among R&D employees in South Korea. Their findings suggest that burnout erodes not just routine performance but also higher-order cognitive functioning. Consistently, Wambui and Njoroge (2022) discovered that all three dimensions of burnout significantly predicted decreased clinical efficiency and increased absenteeism among healthcare workers in Kenya. This highlights the broad and multidimensional impact of burnout on public health delivery.

Extending this inquiry to the retail sector, Martins and Costa (2022) found that emotional exhaustion was directly linked to reduced customer satisfaction scores among Portuguese retail workers, pointing to the importance of emotional well-being in customer-facing roles. In a public administration context, Ogunleye and Dauda (2022) found that burnout, particularly emotional exhaustion, caused delays in service delivery and errors in documentation among civil servants in Abuja, thereby impairing public service outcomes.

Expanding on the service sector narrative, Singh et al (2022) studied Indian call center agents and reported that emotional exhaustion and depersonalization significantly reduced service delivery quality and employee efficiency, especially in emotionally demanding roles. Lastly, Okoro and Aniekan (2022) found that among Nigerian bank employees, depersonalization led to reduced quality of customer interactions and lowered employee motivation, underlining the importance of implementing robust employee engagement strategies.

A review of prior empirical investigations reveals that the majority of literature linking employee burnout and employees' performance comprises studies conducted outside Nigeria Studies from countries such as the United States, India, Malaysia, Brazil, Indonesia, Netherlands, south Korea, Egypt, Vietnam, Australia, Spain and China (see, for example, Alotaibi et al., 2023; Chen et al., 2021; Morales & Rivera, 2023; Tanaka & Fujimoto, 2023; Zhang & Li, 2023). Moreover, the few empirical studies conducted within Nigeria focused outside Katsina State (e.g., Adeyemi & Okon ,2023; Ibrahim et al., 2022; Okoro & Aniekan, 2022; Yusuf et al., 2023), thereby highlighting a significant contextual gap.

Additionally, the review reveals that sectors such as telecommunication services, retail, non-profit organizations, hospitality, the automobile industry, healthcare, construction, banking, and the public sector have been the primary focus of these studies. In contrast, only a limited number of studies have concentrated on the educational sector (e.g., Alotaibi et al., 2023; Chen et al., 2021; Morales & Rivera, 2023; Tanaka & Fujimoto, 2023; Zhang & Li, 2023). Furthermore, much of the existing research has focused on examining the effect of one or two burnout dimensions on employee performance (e.g., Chen et al., 2021; Morales & Rivera, 2023; Tanaka & Fujimoto, 2023; Zhang & Li, 2023). This study distinguishes itself by integrating all three dimensions of burnout; emotional exhaustion, depersonalization, and reduced personal accomplishment originally conceptualized by Maslach & Jackson (1981). Through this comprehensive approach, the study offers empirical validation of Maslach's burnout theory within the unique context of Nigeria's academic sector, providing deeper insights into the interplay between burnout and employee performance in this setting.

Theoretical Framework for the Study

This study is underpinned by two key theoretical perspectives: **Maslach's Burnout Theory** and the **Job Demands-Resources (JD-R) Model**. These frameworks jointly offer a comprehensive lens through which the phenomenon of employee burnout and its impact on performance can be examined, particularly within the academic context of the Federal University Dutsin-Ma, Katsina State.

Maslach's Burnout Theory

Maslach's Burnout Theory, developed by Maslach and Jackson (1981), conceptualizes burnout as a psychological syndrome resulting from prolonged exposure to chronic work-related stressors. It identifies three principal dimensions of burnout: emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional exhaustion refers to the depletion of emotional and physical energy, leaving employees feeling drained and unable to engage meaningfully in their work. Depersonalization involves developing negative, cynical attitudes toward one's job and colleagues, which can erode professional relationships and reduce job satisfaction. Reduced personal accomplishment is characterized by feelings of inefficacy, incompetence, and low productivity, which further diminish one's sense of achievement and motivation. Within the academic sector, especially in Nigerian public universities where workloads are typically high and institutional support may be lacking, this theory provides a valuable framework for understanding how burnout manifests and disrupts employees' ability to fulfill teaching, research, and administrative responsibilities effectively.

Job Demands-Resources (JD-R) *Theory*

Complementing this psychological lens is the Job Demands-Resources (JD-R) Model, introduced by Demerouti et al. (2001). This model posits that every occupation has specific job demands and job resources that interact to influence employee well-being and performance. Job demands refer to aspects of a job that require sustained physical or mental effort, such as large class sizes, intense administrative duties, and pressure to publish research. While these demands are not inherently negative, they can lead to stress and burnout when they exceed the employee's coping capacity. On the other hand, job resources—such as supervisory support, opportunities for professional development, adequate teaching materials, and recognition—can buffer the effects of job demands and promote engagement and motivation. The JD-R model is particularly relevant in resource-constrained educational environments, where high demands and limited support structures are common. It provides a structural explanation of how imbalances between demands and resources can lead to the development of burnout symptoms and, subsequently, reduce performance levels.

Integrating the Theories

The integration of Maslach's Burnout Theory and the JD-R Model enables a more holistic understanding of the relationship between burnout and employee performance. While Maslach's framework identifies and defines the psychological symptoms of burnout, the JD-R model sheds light on the organizational and environmental antecedents that give rise to these symptoms. Together, these theories allow for a dual-level analysis—one that captures both the internal emotional and psychological states of employees and the external workplace conditions contributing to those states. This integrated approach enhances the study's explanatory power by linking institutional realities with individual experiences, thereby

offering practical insights into how burnout can be prevented or mitigated to sustain high performance among academic staff in Nigerian public universities.

Methodology

This study adopts a cross-sectional descriptive survey design because data collection was done at a single point in time. According to Swain (2008), a descriptive survey design is used to gather data about a population when the goal is to provide a systematic, factual, and accurate description as much as feasible. Furthermore, the researchers believes that this design is appropriate since it eliminates the possibility of manipulating and controlling the population sample.

Based on information from the institution's outlook mail as at 20th May, 2024, the study's population consists of 3,356 employees (both academic and non-teaching staff) at the Federal university Dutsin-Ma, Katsina State. To determine the sample size, the Yamane (1967) formula for sample size determination was adopted due to its sophistication in determining the minimum sample size from a known population as shown below:

$$n = \frac{N}{1 + N(e^2)} \qquad (1)$$

Where:
n = Minimum Sample Size
N= Population
1 =constant
E= margin of error (0.05)

Thus, substituting the population and the margin of error into the formula gives: -

$$\frac{N}{1 + N(e^2)}$$

$$= \frac{3,356}{1 + 3,356(0.05^2)} = 357$$

The calculation using Yamane's formula suggests a minimum sample size of 357 for this study. Purposive sampling strategies was applied in selecting participants. According to Patton (2002), purposive sampling is an effective strategy for identifying and selecting information-rich cases that offer the greatest insight into the research problem. Therefore, only staff of the university who were present within the premises and in their offices were utilized. Furthermore, online questionnaire was sent to various staff what Sapp groups. However, due to the challenge of accessing the sample frame, the simple random sampling technique could not be used, as it was nearly impossible to have all 3,356 staff members available in one place for sampling or to get the entire list of the staff in the institution. Despite their drawbacks, the use of non-probability sampling approaches is justified in this context.

Data collection was done using primary sources. According to Yusuf et al. (2024), primary data collection is popular, effective, and efficient, allowing respondents to provide answers to questionnaires at their convenience.

The questionnaire consisted of five sections (A, B, C, D and E). The first section collected demographic data from respondents, while the subsequent sections gathered information on each of the four study variables, i.e., three independent variables and one dependent variable. Multiple-choice questions were used to elicit information on respondents' demographic features such as gender, age group, highest educational qualification, and years of service. Additionally, a 5-point Likert scale ranging from "Strongly agree" (5) to "Strongly disagree" (1) was used to evaluate attitudinal statements regarding the variables under study. The 5-point Likert scale was chosen for its precision, ease of understanding, and flexibility of computation. To cover for the anticipated non-response bias and unreturned questionnaires, 10 percent was added to the figure of 357, in line with Israel (1992) suggestion, making a revised sample size of 393.

For data analysis, both descriptive and inferential statistics were used. Descriptive statistics, in the form of frequency tables and percentages, were employed for data presentation, while inferential statistics, specifically multiple regressions, were used to investigate the effect of burnout on employees' performance.

The dependent variable (Employees' Performance) was regressed on the independent variables: Emotional exhaustion, depersonalization, and reduced personal accomplishment using multiple regression model specified as follows:

$$EP = b_0 + b_1EE + b_2D + b_3RPA + \varepsilon \qquad (1)$$

Where: EP = Employees Performance

b_0 = intercept,

b_1, b_2, b_3 =Parameters or coefficient of the regression model,

EE = Emotional Exhaustion,

DP = Depersonalization,

RPA = Reduced Personal Accomplishment,

e=error term.

Measurement of Variables

To measure the variables, the study employed validated scales tailored to capture the dimensions of employee burnout and employee performance. Specifically, Maslach Burnout Inventory (MBI) developed by Maslach & Jackson (1981) was utilized to measure emotional exhaustion, depersonalization and reduced personal accomplishment. On the other hand, the Individual Work Performance Questionnaire (IWPQ) developed by Koopmans et al. (2014) was employed to measure employees' performance comprehensively, ensuring consistency and reliability across the study's dimensions.

To ensure the validity of the questionnaire items, a pilot test was conducted with 40 employees of the Federal College of Education, technical, Bichi, Kano state. This aligns with the 10 percent of the sample size recommended by Connelly (2008). Furthermore, a reliability test was conducted using Cronbach's alpha coefficients. Cronbach's alpha is widely adopted by many authors, including Olukotun et al. (2023). This study used the widely accepted criterion of a Cronbach's alpha of 0.70 as the minimum acceptable level for internal consistency (Gliem & Gliem, 2003).

Results and Discussion

Out of the 393 distributed structured questionnaires, 368 were returned, resulting in a 93.6 percent response rate. After sorting out, 360 were deemed credible. This response rate exceeds the minimum sample size of 357 suggested by the Yamane formula for determining sample size. Therefore, the 360 valid responses are appropriate for analysis and discussion.

Diagnostic Tests

Diagnostic tests are conducted to ensure the outcomes are unbiased and to prevent violations of the fundamental assumptions of the regression model. This subsection covers the diagnostic tests performed, including reliability, normality, autocorrelation, heteroskedasticity, and collinearity tests.

To verify the internal consistency of the study scales, a reliability test using Cronbach's alpha was conducted. The results of the reliability test are shown in Table 1.

Table: 1 Reliability Test using Cronbach Alpha

Variable	Cronbach's Alpha	Number of Items
EE	0.765	9
DP	0.754	5
RPA	0.792	8
EP	0.814	9

Source: Researcher (2025)

According to Gliem and Gliem (2003), all variables reliability test displayed in Table 1, have Cronbach's alpha coefficients above the minimally acceptable level of 0.70. This indicates that the questionnaire instruments are suitable for measuring internal consistency.

Furthermore, the study assessed normality using skewness and kurtosis to ensure that the regression model's normality assumption was not violated. The normality test results are displayed in Table 2 below.

Table 2: Normality Test

N		Skewness		Kurtosis	
Statistic		Statistic	Std. Error	Statistic	Std. Error
EE	360	0.943	0.120	1.711	0.235
DP	360	0.832	0.120	0.972	0.235
RPA	360	0.734	0.120	0.896	0.235

Source: Researcher (2025)

None of the skewness or kurtosis values exceed two or seven, respectively as shown in Table 2. According to Kline (2016), if these requirements are met, the variables in the regression model are assumed to be normal, indicating no violation of the normality assumption.

Furthermore, the Durbin-Watson (D-W) statistic was used to measure the results of the autocorrelation test. According to Field (2009), the D-W statistic of 1.936, which is close to 2, indicates that there is no serial autocorrelation issue in this study.

Heteroskedasticity contradicts one of the fundamental assumptions of a regression model, which is the existence of constant variance in the error term. To test for heteroskedasticity, the study used a scatter plot graph approach. The scatter plot displays the correlation between the residuals (SRESID) and the predicted values of the independent variables (ZPRED). The scatter plot showed that the points did not follow any particular pattern, suggesting that the regression model does not contain heteroskedasticity.

In addition to testing for heteroskedasticity, the study conducted a collinearity test to ensure that the independent variables in the model do not have a correlation coefficient that is too high, which could be problematic (Achuku &Abubakar, 2023). Multicollinearity in a model can skew the regression findings, violating the regression assumption. Multicollinearity is defined as a high correlation among the explanatory variables in a model. The current study applied two widely used techniques for identifying multicollinearity: the variance inflation factor (VIF) and the correlation matrix.

The correlation values between the explanatory factors indicate the strongest correlation of 0.612 at the one percent significance level, found between the emotional exhaustion and depersonalization. According to Wooldridge (2015), multicollinearity is absent from the model since no two independent variables have correlation coefficients greater than 0.70. To further validate the correlation findings, the VIF was calculated and displayed in Table 3.

Table 3: Collinearity Statistics

Variable	Tolerance	Variance Inflation Factor
EE	0.527	1.896
DP	0.523	1.912
RPA	0.534	1.874

Source: Researcher (2025)

The result in Table 3 above shows that each independent variable's tolerance statistic is higher than 0.1 and that the corresponding VIFs are much lower than 10. According to Pallant (2005), these two requirements indicate the absence of multicollinearity. This suggests that the VIF results validate and support the correlation's indication of the lack of multicollinearity.

Descriptive Analysis

This section covers the descriptive analysis of the respondents' demographic data.

According to the result of our descriptive statistics, most respondents, totaling 282 or 78%, are men. This is understandable given the cultural and religious views of the research region, where men are more likely to participate than women. The age distribution data shows that the majority of respondents are above 45 years old. This suggests that the respondents are mature, and it is expected that maturity would reflect in the quality of their responses, as more mature individuals are often believed to have a stronger sense of responsibility.

Additionally, the educational backgrounds of the respondents shows 47 or 13% hold a Ph.D, 121 or 33.6% have a master's degree, and 142 or 39.4% have a first degree or Higher National Diploma (HND). Furthermore, 50 respondents, or 14%, have at least a National Diploma (ND) or Nigeria Certificate in Education (NCE). This indicates that the majority of respondents have a high level of education, which is likely to enhance the quality of their responses.

Regression Analysis

As stated in the methodology, a regression technique was used to explore the effect of burnout on employees' performance in Federal University, Dutsin-Ma, Katsina State. The regression results are presented in Table 1, which includes t-values, p-values, and the coefficients of the variables and constant.

Table 4: Summary of Regression Result

Variables/constant	Coefficients	t-values	p-values
Constant	10.212	10.002	0.000
EE	-1.046	-8.213	0.000
DP	-1.021	-6.145	0.000
RPA	-1.001	-5.232	0.000
R-square	0.794		
Adjusted R-square	0.792		
f-stats	241.023		
f-sig			0.000
D-W	1.936		

Source: Researcher (2025)

The regression results in Table 4 reveal that Emotional exhaustion (EE) has a negative significant effect on employees' performance, as confirmed by the t-value of -8.213

Similarly, the results show that Depersonalization (DP) has a significant negative effect on employees' performance as indicated by the t-value of -6.145, which is significant at the 1 percent level.

Furthermore, the regression results in Table 4 indicate that reduced personal accomplishment (RPA) has a negative and significant effect on employees' performance, as evidenced by the t-value of -5.232, which is also significant at the 1 percent level.

Discussion of Findings

Based on the results of the regression analysis and the hypothesis testing, the conclusions are discussed.

The null hypothesis one was rejected due to a large negative t-value (-8.213), indicating a strong inverse relationship. As emotional exhaustion increases, employee's performance significantly decreases. The p-value of 0.000 (less than 0.001) confirms that this result is statistically significant. The coefficient of -1.046 suggests that a 1% increase in emotional exhaustion leads to a 1.04% decrease in employee's performance, making it the most predictive burnout indicator. This finding aligns with previous research by (Morales & Rivera, 2023; Zhang & Li, 2023). Additionally, the findings corroborate Maslach's Burnout theory.

Similarly, null hypothesis two was also rejected, as it showed a negative and significant association with employees' performance at a 1% significance level. With a negative t-value of -6.145, there is a moderate inverse relationship, indicating that as individuals feels depersonalized, employee's performance decreases, though less predictive than the emotional exhaustion. The p-value of 0.000 confirms the significance of this relationship. The coefficient

of -1.021 suggests a 1% increase in depersonalization leads to a 1.02% decrease in employee's performance. This finding aligns with studies by (Ibrahim et al., 2022; Singh et al., 2022)

Lastly, the null hypothesis three was also rejected, as it showed a significant negative effect on employees' performance. The negative t-value (-5.232) indicates an inverse relationship, meaning that as the feeling of reduced personal accomplishment increases, employee's performance decreases. The p-value of 0.000 confirms the significance of this finding. A coefficient of -1.001 suggests that a 1% increase in the feelings of reduced personal accomplishment leads to a 1% decrease in employee's performance. This result aligns with the studies by (Adeyemi & Okon, 2023; Wambui & Njoroge, 2022).

The adjusted R-square of 0.794 shows that the three burnout indicators (emotional exhaustion, depersonalization and reduced personal accomplishment) explain 79% of the variation in employees' performance, with the remaining 21% attributed to other factors. The model's fitness is confirmed by an F-statistic of 241.023, significant at the 1% level, indicating that the findings, conclusions, and recommendations are valid.

Conclusion and Recommendation

This study explored the impact of burnout on employee's performance at Federal University Dutsin-Ma, Katsina State. Key burnout indicators like emotional exhaustion, depersonalization and reduced personal accomplishment were analyzed in relation to employee performance, measured using the Maslach Burnout Inventory (MBI) developed by Maslach & Jackson (1981) and the Individual Work Performance Questionnaire (IWPQ) developed by Koopmans et al. (2014) respectively. The instrument's reliability was confirmed with a Cronbach's alpha of 0.814. Regression analysis showed that all burnout dimensions significantly influenced performance, with emotional exhaustion having the greatest impact meaning employees experiencing high levels of emotional fatigue were more likely to reduce their performance. Depersonalization foster lack of empathy and detached attitude among employees contributes to lower employees' performance, while reduced personal accomplishment diminishes sense of accomplishment in one's job thereby decreases efficiency. These findings underscore the importance of addressing burnout to improve employee performance and foster institutional sustainability.

Based on the study's findings, the following recommendations are proposed for management at Federal University Dutsin-Ma:

Implement Work-Life Balance Measures:

> Adopt flexible work arrangements and wellness programs to reduce emotional exhaustion and enhance employee performance.

1. **Develop Employee-Centered Policies:**

> Formulate and review institutional policies that promote fair workload distribution and job satisfaction to support employee well-being.

2. **Provide Mental Health Support:**

> Establish counseling and employee assistance services to address burnout-related stress and foster psychological well-being.

3. **Enhance Recognition and Reward Systems:**

Introduce performance-based rewards to improve job satisfaction and reinforce employees' sense of accomplishment.

4. **Strengthen Leadership Capacity:**

Train supervisors to identify and manage burnout within teams, promoting a supportive and responsive work environment.

This study contributes to both theory and practice by exploring how burnout specifically emotional exhaustion, depersonalization and reduced personal accomplishment impact employee performance in academic institutions. The findings provide empirical evidence to guide strategies that reduce or eliminate burnout and increase performance. Theoretically, the study enhances existing frameworks by integrating proxies' burnout into discussions of employee performance, offering a refined perspective for future research. By utilizing frameworks such as Maslach's Burnout Theory, the study contributes to the body of knowledge by empirically validating the applicability of these theories in predicting performance. Practically, it equips university administrators, particularly at FUDMA, with actionable insights to design interventions that reduces burnout to enhance performance, job satisfaction, and institutional success.

Despite its contributions, the study has several limitations. It is contextually limited to Federal University Dutsin-Ma (FUDMA), restricting the generalizability of findings to other sectors, institutions, or broader populations. The cross-sectional research design may not capture changes in employee behaviors or performance over time. Additionally, reliance on self-reported data introduces potential biases, such as social desirability or subjective overestimation of performance, which may affect the accuracy and reliability of responses.

Future research should adopt a longitudinal design to analyze how burnout influence employee performance over time, offering insights into temporal dynamics. Comparative studies across different universities, sectors, or regions could enhance generalizability and provide broader perspectives. Furthermore, future research should assess the effectiveness of specific burnout reduction strategies (e.g., mindfulness training, workload redistribution) on employees' performance; include other burnout indicators, such as workplace conflicts or organizational climate, to provide a more comprehensive understanding of employees' performance. Lastly, incorporating objective performance metrics alongside self-reported data would reduce biases, providing a more balanced and robust evaluation of employee performance.

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