

Factores que detonan el síndrome de burn-out

Factors that trigger burn-out syndrome

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Resumen

El propósito de esta investigación es determinar el nivel del Síndrome de Burnout que padece la planta docente de una Institución de Educación Superior de Puebla, México, así como describir la relación entre el estrés y los factores significativos que causan dicha condición, como pueden ser la edad, el género, tener una pareja, la antigüedad laboral y el ambiente laboral. El tipo de investigación utilizado es cuantitativo mediante el cuestionario "Maslach Burnout Inventory". Los resultados mostraron que la planta docente de la IES mencionada sufre un alto nivel de Síndrome de Burnout.

Palabras clave: Síndrome de Burnout, estrés, planta docente, Escuela Normal Superior.

Abstract

The purpose of this research is to determine the level of Burnout Syndrome who suffers from the teaching staff of an institution of higher education in Puebla, Mexico, as well as describe the relationship between stress and the significant factors that cause this condition, such as age, gender, have a couple, the seniority and the working environment. The type of research used is quantitative using the questionnaire "Maslach Burnout Inventory". The results showed that the teaching staff of the aforementioned IHE suffers a high level of Burnout Syndrome.

Key words: Burnout Syndrome, stress, Faculty, teaching staff, teacher training school.

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Introduction

The Teacher Training School of Puebla State is the largest educational institution According to the first article of the Organic Law of the Ministry of Public Education of Puebla State, because it is a breeding ground for trainers. The majority of teachers in this educational institution have shown to be under stress conditions, such as emotional exhaustion, moodiness, lack of commitment, etc. It is worth mentioning that the distressing living conditions can put people

under extreme pressure, making them feel exhausted, empty, "burned" and incapable of solving any problem, so the stress at work can cause physical and mental problems.

Rout and Rout (2007) claim that humans are exposed to stressful events such as a divorce, death of a loved one, birth of a child, their marriage, etc., or small stressful events like being stuck in road traffic or other minor trouble, only to name a few. In fact, Rodriguez, Roque and Molerio (2002) indicate that the reactions generated by stress have been classified in cognitive, physiological, emotional and a mixture of all of them. In Mexico, the education sector is subject to such conditions due to its labor activity.

In order to develop their work, the teaching staff is exposed to different situations social, political, economic, cultural, biological and physical, among others, giving rise to States of stress that affect their health. Pérez Medina (2003) indicates that the deterioration in the health of individuals manifests with premature aging, loss of sleep, physical and mental fatigue, work absenteeism, cancer and constant stress. What is alarming in that condition is that in the majority of cases neither the educational authorities and teachers realize this.

Literary review

Today, the stress is considered "the new disease of civilization". Many people suffer from it due to their pace of work and social life.

The term stress comes from French antique *estrece* (currently *etoitresse*), available at <http://diccionario.reverso.net/frances-espanol/>.

The term stress was coined in 1936 by the Canadian endocrinologist Hans Selye (1936), who notes that it is a State of emotional exhaustion caused by the demands of high performance other than normal.

Later, Selye (1956) defined to stress to the World Health Organization, as a "non-specific response of the body to any demand from outside". However, the stress has so many ramifications as alterations; therefore, new methods and clinical structures have been developed to study the new prospects for this disease.

Subsequently, Freudenberg, Herbert, Richelson and Geraldine (1980) defined stress as a situation experienced by some professionals who work with people. This condition is characterized by an emotional exhaustion caused by excessive work, coming to make inefficient person in their performance.

It should be noted that the excessive work done by professionals, as it is the case of many teachers seeking to be competitive, cause high levels of stress, forcing them to comply with their activities and to succumb to chronic diseases that can even them in risk of dying.

In fact, Gil-Monte (2002) indicates that the stress resulting from the fulfillment of the work is one of the main causes of occupational diseases and absenteeism that give rise to many accidents.

For his part, Acosta (2006) indicates that the physiological aspects and socio - cultural have been incorporated to theories which offer prospects to new generations of researchers in this discipline.

Meanwhile, Acosta (2006) indicates that physiological and socio-cultural aspects have been incorporated into theories that offer insights to new generations of researchers in this discipline.

For now, they have identified two types of factors that can cause stress:

- 1) **External Stimuli:** family or financial problems, overwork, fear, and so on.
- 2) **Internal stimuli:** physical pain, illness, feelings of inferiority, sociological problems, and so on.

Similarly they have identified two types of stress:

- 1) **Physical stress:** physical stress is caused by the development of a disease, a severe infection, trauma, pregnancy and so on.
- 2) **Mental stress:** This type of stress is caused by economic problems, emotional anxiety, labor problems, among others.

On the other hand, Pose (2005) It indicates that stress is divided into:

- 1) **Stress positive**
- 2) **Negative Stress**

Campos (2006) notes that positive stress is a creative and affirmative reaction by people to solve a problem and with developing their skills and abilities. However, when environmental demands are excessive, intense or prolonged and exceed the resilience and adaptation of the individual, this condition becomes negative stress.

Finally, it is important to note that in today's technological age the demands of work are becoming more difficult to achieve, producing high levels of stress time.

Burnout Syndrome Definitions

The term "burnout" was coined in 1970 by American psychologist Herbert Freudenberger, who used it to describe the consequences of severe stress and high ideals experienced by people who

develop in helping professions. Doctors and nurses are an example of people who play helping professions, who often sacrifice for others and often end up "burned", exhausted, apathetic, indifferent and incapable of solving any problem.

Currently this term is not only used for people who play this kind of professions, but also for anyone else who may be at risk for stress: celebrities, employees, teachers, housewives, and so on. Thus, the term burnout has become very popular in society.

Maslach (1977) defined the syndrome Burnout syndrome as emotional exhaustion, depersonalization and low personal accomplishment, which can occur in individuals working with people.

Gil-Monte (2002) indicated that the burnout syndrome is a psychological response to chronic job stressors and interpersonal emotional nature.

Montero and Garcia (2010) defined stress as a state of inner emptiness, spiritual wear, myocardial soul, in which the affected individual has not only spent his energies, but its essence has been attacked and damaged. Therefore, one can assume that your body, mind and spirit form a single organism.

In medical terms, the burnout syndrome is a severe pathology related to the work environment and the lifestyle of people. In other words, this disease is an emotional disorder caused by the work that causes physical and pathological symptoms.

It is worth mentioning that anxiety and depression can lead to various problems involving labor issues, such as disabilities, disability and even death.

On the other hand, Guerrero and Vicente (2003) explain the difference between burnout syndrome and depression, indicating that the depressed individual shows a generalized low humor, while burnout syndrome symptoms are temporary and inherent in the work environment.

Factors that cause burnout syndrome

Until now there is no specific factor that causes the disease. Many recent studies on the subject classified their causes:

- 1) Personal
- 2) Business
- 3) Social

With regard to the first classification, Edelwich and Brodsky (1980) suggest that young, unmarried women are prone to this syndrome.

From the labor point of view, people with long working hours tend to suffer from this condition. But people who have more professional experience, dedicated to the administration and have some professional autonomy seem to be prone to develop it.

Finally, from the social point of view, not enough people have been trained in interpersonal communication skills, often they can be victims of the syndrome.

On the other hand, it is important to note that so far there are no well-defined methods to diagnose the syndrome. There are several self-assessment questionnaires, but the problem is still not reached a consensus on the specific definition of the syndrome, and therefore not have a position on whether these questionnaires are able to measure the disorder or differentiate it from other disorders.

However, the most common and used questionnaire is called "Maslach Burnout Inventory" (MBI), available for different professional groups. The questionnaire was not developed in clinical practice, but in scientific research in the area of burnout, and was created to determine the level of burnout syndrome, since this phenomenon affects the efficiency of human capital within organizations.

Methodology

the survey method, which involved 100 teachers from the ENSEP was used. These samples were selected through a simple random sampling.

The instrument used to measure the syndrome known as: Maslach Education Survey Burnout Inventory (MBI-ES).

To determine the level of burnout syndrome of each individual, the resulting values of the 22 affirmative sentences in the questionnaire were added. To do Likert scale was used with the following options: 0 = never, 1 = few times a year, 2 = Once a month, 3 = few times a month, 4 = Once a week, 5 = Sometimes a week and 6 = Every day.

On the other hand, the sub-scales and cutoffs that managed to measure the burnout syndrome were established since the first studies of Maslach and Jackson (1986), Buzetti (2005), Cherniss (1980) and others, with the following : Tiredness Emotional (EC), depersonalization (D) and personal accomplishment (RP).

The scores for each subject were calculated based on the American Standard and Adaptation Catalana (Fernando and Perez, 1986), which designate points: Low, Medium and High on each dimension.

TABLE I. Values cutoffs

DIMENSIÓN GRADO	CANSANCIO EMOCIONAL	DESPERSONALIZACIÓN	REALIZACIÓN PERSONAL
BAJO	MENOR O IGUAL QUE 18	MENOR O IGUAL QUE 5	MAYOR O IGUAL QUE 40
MEDIO	ENTRE 19 Y 26	ENTRE 6 Y 9	ENTRE 34 Y 39
ALTO	MAYOR O IGUAL QUE 27	MAYOR O IGUAL QUE 10	MENOR O IGUAL QUE 33

Fuente: Fernando y Pérez, 1986.

Research Design

This paper has two objectives: quantitative and qualitative, through library research and field research. The literature search was used to build the theoretical framework referring to virtual and physical material.

On the other hand, the field research was used to collect information for research, through surveys of teachers.

The steps followed to carry out the research were:

- 1) Find a reliable measuring instrument.
- 2) Determine the sample size.
- 3) Apply the measuring instrument.
- 4) Pour into an Excel spreadsheet information obtained in the survey.
- 5) Organize the information collected.
- 6) Analyze and interpret the information gathered in the survey.
- 7) Publish the results of research.

Now, once determined reliable instrument for measuring burnout syndrome, ie, the so-called Burnout Inventory questionnaire Maslach Education Survey, we proceeded to determine the size of the sample. To this end the following mathematical formula was applied:

$$n = \frac{4pqn}{e^2(n - 1) + 4pq}$$

The value that yielded the formula was 100, ie, the survey should be applied to 100 teachers of the 165 that make up the faculty of this school in the 2013-2014 school year.

Then we proceeded to request permission from the school authorities to implement the surveys and to avoid any possible misunderstanding. It is noteworthy that the results were anonymous and confidential.

a file is then created in Excel to collect information obtained through the applied instrument. Immediately after the information was processed in the statistical mathematical tool called Statistical Package for Social Sciences (Statistical Package for Social Sciences SPSS) for its acronym in English, version 18.

Statistical analysis consisted of preparing a descriptive analysis of the information obtained. Due to the nature of the non-parametric variables, such as variables correlations Tau-b of Kendall and Spearman Rho, which led to do some contingency tables within the program SPSS version 18.0 they were taken.

From these analyzes and calculations the following results were obtained:

57% of teachers surveyed were male and 43% were women; 21% of teachers varies between 47 and 51 years of age, while 4% are between 67 and 71 years; and 5% have between 27 and 31 years old

According to survey results, 38% of respondents are single and 62% are married or have a partner.

8% of respondents said they have more than 3 dependents; 31% of teachers said to have 3 dependents; 44% percent said they have between 1 and 2 dependents, and finally 16% said they had no dependents.

According to the type of contract, 59% said to be definitive teacher and 42% indicated that they were not definitive.

With respect to the type of working day, 39% of teachers indicated that had a full-time basis; 21% said they were part-time and 40% reported having a place called Time-class.

As for family relationships of respondents, 65% reported maintain excellent relations with his family; 31% said they were good; 4% said they were regular, and 0% said keep bad or very bad relations. It is noteworthy that the good family atmosphere of most respondents contributes to their positive attitude in the workplace, despite having 2 or more dependents.

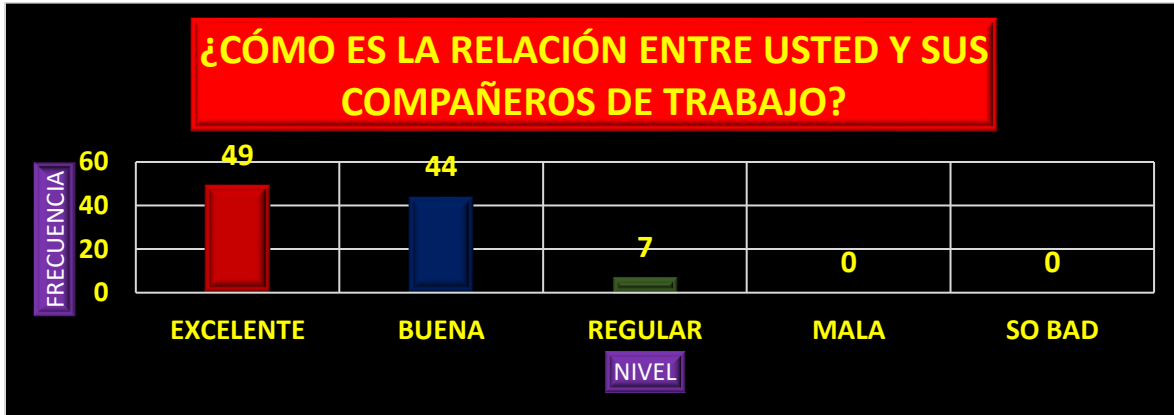
Graph 1



Interpretation:

51% of teachers said to have an excellent relationship with your boss; 31% said they have a good relationship; 7% reported that their relationship is regular; while 5% maintained a bad relationship and finally another 5% said keeping a very bad relationship.

Graph 2



Interpretación:

49% of teachers said they had an excellent relationship with your co-workers; 44% said they have a good relationship; 7% reported that their relationship is regular; 0% while maintaining a very bad relationship or bad relationship with his peers.

TABLE II

		CANSANCIO EMOCIONAL							
		TOTAL		MALES			FEMALES		
AGES OF THE PROFESSORS	MALES	FEMALES	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	
27-31	2	3	0	0	2	1	0	2	
32-36	3	6	0	0	3	0	1	5	
37-41	4	3	0	1	3	0	1	2	
42-46	10	4	0	3	7	0	0	4	
47-51	11	12	0	0	11	1	0	11	
52-56	14	6	2	2	10	0	1	5	
57-61	6	4	0	0	6	0	1	3	
62-66	2	2	0	1	1	0	0	2	
67-71	1	0	0	1	0	0	0	0	
NO ANSWERS	4	3	0	0	4	2	0	1	
TOTAL	57	43	2	8	47	4	4	35	

Source: propia

The results of the subscale of emotional exhaustion indicate that 82% of respondents shows a high level of emotional exhaustion, corresponding 47% men and 35% women. Coincidentally this condition has the highest levels of this sub-scale teachers who are between 47 and 51 years old.

TABLE III

		DESPERSONALIZACIÓN							
		TOTAL		MALES			FEMALES		
AGES OF THE PROFESSORS		MALES	FEMALES	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH
27-31		2	3	0	0	2	0	0	3
32-36		3	6	0	0	3	0	0	6
37-41		4	3	0	0	4	0	0	3
42-46		10	4	0	1	9	0	0	4
47-51		11	12	1	0	10	0	0	12
52-56		14	6	0	1	13	1	0	5
57-61		6	4	0	0	6	0	0	4
62-66		2	2	0	0	2	0	0	2
67-71		1	0	0	0	1	0	0	0
NO ANSWERS		4	3	0	0	4	2	0	1
TOTAL		57	43	1	2	54	3	0	40

Fuente: propia

The results of depersonalization subscale indicate that 94% of respondents show a high rate, of which 54% are male and 40% are women. Notably, the highest level of this subscale is presented in the teachers who are between 47 and 56 years old.

TABLE IV

	REALIZACIÓN PERSONAL							
	TOTAL		MALES			FEMALES		
AGES OF THE PROFESSORS	MALES	FEMALES	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH
27-31	2	3	1	1	0	3	0	0
32-36	3	6	1	2	0	5	0	1
37-41	4	3	3	1	0	3	0	0
42-46	10	4	9	1	0	3	1	0
47-51	11	12	7	4	0	12	0	0
52-56	14	6	11	3	0	6	0	0
57-61	6	4	6	0	0	4	0	0
62-66	2	2	2	0	0	1	1	0
67-71	1	0	1	0	0	0	0	0
NO ANSWERS	4	3	2	2	0	2	1	0
TOTAL	57	43	43	14	0	39	3	1

Fuente: propia

The results of the subscale of personal accomplishment indicate that 82% of respondents shows a low index, of which 43% are male and 39% are women. Notably, the lowest level of this subscale is presented in the teachers who are between 47 and 56 years old. In other words, the faculty of this school is not satisfied with their personal fulfillment, despite living in a pleasant working and family atmosphere.

Similarly, the results of the relationship between burnout syndrome and factors that can cause this condition are:

TABLE V

PROFESORES SOLTEROS DE LA ENSEP QUE SUFREN EL SÍNDROME DE BURNOUT						
EDADES DE LOS PROFESORES	BAJO		MEDIO		ALTO	
	MUJERES	HOMBRES	MUJERES	HOMBRES	MUJERES	HOMBRES
27-31	0	0	1	0	1	1
32-36	0	0	1	0	0	1
37-41	0	0	1	1	1	0
42-46	0	0	0	2	2	0
47-51	0	0	1	1	6	1
52-56	1	1	0	2	3	2
57-61	0	0	0	0	1	1
62-66	0	0	0	1	2	0
67-71	0	0	0	0	0	0
NO RESPONDIERON	0	0	2	0	1	1
TOTAL	1	1	5	7	17	7

Fuente: propia.

As for the marital status of teachers, this table indicates that 17% of single women suffer from this disorder, which occurs mainly in teachers aged between 47 and 51 years. On the other hand, 7% of teachers undergoes a medium and high level of this syndrome.

TABLE VI

PROFESORES CASADOS DE LA ENSEP QUE SUFREN EL SÍNDROME DE BURNOUT						
EDADES DE LOS PROFESORES	BAJO		MEDIO		ALTO	
	MUJERES	HOMBRES	MUJERES	HOMBRES	MUJERES	HOMBRES
27-31	0	0	1	0	1	1
32-36	0	0	0	0	2	2
37-41	0	0	1	1	1	1
42-46	0	0	0	0	2	7
47-51	0	0	1	1	5	9
52-56	0	1	0	0	2	10
57-61	0	0	0	0	2	5
62-66	0	0	0	1	0	1
67-71	0	0	0	1	0	0
NO RESPONDIERON	0	0	0	0	0	3
TOTAL	0	1	3	4	15	39

Fuente: propia.

As for the marital status of teachers, this table indicates that 39% of married men suffering from this disorder. Note that this condition occurs mainly in teachers aged between 52 and 56 years. On the other hand, 15% of the teachers hypoplastic left heart syndrome, aged between 47 and 51 years.

TABLE VII

PROFESORES CASADOS DE LA ENSEP QUE SUFREN EL SÍNDROME DE BURNOUT, EN RELACIÓN A SU TIPO DE CONTRATACIÓN						
TIPO DE CONTRATACIÓN	BAJO		MEDIO		ALTO	
	MUJERES	HOMBRES	MUJERES	HOMBRES	MUJERES	HOMBRES
DEFINITIVOS	2	0	3	6	18	26
NO-DEFINITIVOS	0	0	2	2	14	21
NO RESPONDIERON	1	1	0	0	3	1
TOTAL	3	1	5	8	35	48

Fuente: propia.

This table shows that both teachers and teachers suffer a high level of this disorder. This condition occurs in 26% of teachers and 18 teachers with permanent post. Similarly, 21% of teachers and 14% of non-permanent teachers with the syndrome.

TABLE VIII

PROFESORES CASADOS DE LA ENSEP QUE SUFREN EL SINDROME DE BURNOUT, EN RELACIÓN A SU JORNADA LABORAL						
TIPO DE JORNADA	BAJO		MEDIO		ALTO	
	MUJERES	HOMBRES	MUJERES	HOMBRES	MUJERES	HOMBRES
PROFESORES DE TIEMPO COMPLETO	1	0	2	2	13	17
PROFESORES DE TIEMPO MEDIO	1	1	1	3	9	6
PROFESORES HORA-CLASE	0	0	2	3	12	23
NO RESPONDIERON	2	0	0	0	0	2
TOTAL	4	1	5	8	34	48

Fuente: propia

This table shows that both teachers and teachers suffer a high level of this disorder. This condition occurs in 17% of teachers and 13% of full-time teachers. Similarly, 6% of teachers and 9% of the teachers who hold a square half-time with the syndrome. Finally, 23% and 12% of teachers, respectively, with a square-present class hours that condition.

TABLE IX

PROFESORES CASADOS DE LA ENSEP QUE SUFREN EL SÍNDROME DE BURNOUT, EN RELACIÓN A SU ANTIGÜEDAD LABORAL						
ANTIGÜEDAD LABORAL	BAJO		MEDIO		ALTO	
	MUJERES	HOMBRES	MUJERES	HOMBRES	MUJERES	HOMBRES
1 a 7	0	0	2	1	14	21
8 a 14	0	0	1	0	3	2
15 a 21	1	1	0	4	6	9
22 a 28	1	0	2	3	10	12
29 a 35	0	0	0	0	2	1
NO	4	0	0	0	0	0
TOTAL	6	1	5	8	35	45

Fuente: propia

This table indicates that 45% of teachers and 35% of the teachers have this disorder. Coincidentally presented in the working age range of 1 to 7 years, both men and women, with 21% and 14% respectively.

TABLE X

PROFESORES CASADOS DE LA ENSEP QUE SUFREN EL SÍNDROME DE BURNOUT, EN RELACIÓN AL NÚMERO DE DEPENDIENTES ECONÓMICOS						
NÚMERO DE DEPENDIENTES ECONÓMICOS	BAJO		MEDIO		ALTO	
	MUJERES	HOMBRES	MUJERES	HOMBRES	MUJERES	HOMBRES
NINGUNO	0	0	0	1	9	6
UNO	1	1	1	1	11	7
DOS	1	0	1	2	8	10
TRES	0	0	2	3	6	20
MÁS DE TRES	0	0	1	1	1	5
NO	1	0	0	0	0	0
TOTAL	3	1	5	8	35	48

Fuente: propia

This table indicates that 48% of teachers and 35% of the teachers have a high level of this disorder. This condition occurs mainly in teachers who have 3 dependents with 20%; while the teachers who have the highest rate of this syndrome are those with a single economic dependent.

TABLE XI

GRADO ACADÉMICO	PROFESORES CASADOS DE LA ENSEP QUE SUFREN EL SÍNDROME DE BURNOUT, EN RELACIÓN AL GRADO ACADÉMICO QUE OSTENTAN					
	BAJO		MEDIO		ALTO	
	MUJERES	HOMBRES	MUJERES	HOMBRES	MUJERES	HOMBRES
LICENCIATURA	0	0	2	0	2	9
ESPECIALIDAD	0	0	1	1	1	2
MAESTRÍA	2	1	2	6	29	34
DOCTORADO	0	0	0	0	3	3
NO	1	0	0	1	0	0
TOTAL	3	1	5	8	35	48

Fuente: propia

This table indicates that 48% of teachers and 35% of the teachers have this disorder. Coincidentally this condition is mainly manifested with the teachers who hold master's degree.

Conclusión

- 1) Married professors of the Scuola Normale Superiore State of Puebla have the highest level of burnout syndrome.
- 2) The less seniority have, the higher your level syndrome.
- 3) Most of the teachers surveyed said family enjoy emotional stability, including singles.
- 4) With respect to its relationship with school authorities, most said it was good (however, note that many teachers showed fear when answering the survey, believing that he had ordered the school address).
- 5) The teacher ENSEP plant has a high level of burnout syndrome, especially those between 42 and 56 years old.

Recommendations

- 1) Conduct an analysis by health professionals, who support school authorities to reduce the stress level and avoid any health problems.
- 2) Promote and maintain a pleasant working environment between teachers and managers to avoid any trigger stress.
- 3) Design and implement a plan of institutional development, to improve working and economic conditions of the teaching staff of the ENSEP and avoid what is known as "taxi teachers".

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