

Calidad educativa en las instituciones de educación superior: evaluación del síndrome de burnout en los profesores

*Educational quality in higher education institutions: assessment of burnout
syndrome in teachers*

*Qualidade educacional em instituições de ensino superior: avaliação da
síndrome de burnout em professores*

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Resumen

En la actualidad el rol del profesor universitario juega un papel muy importante en el proceso enseñanza-aprendizaje. Dentro de sus funciones principales se encuentra propiciar un aprendizaje permanente y significativo entre los estudiantes, con la finalidad de formar profesionistas altamente calificados, por lo que el profesorado desempeña una parte fundamental en el logro de la calidad educativa. En este sentido, el objetivo del presente trabajo consistió en realizar un estudio de la salud ocupacional en los docentes de una Institución de Educación Superior (IES) del Estado de Baja California, México. Se evaluó el estrés crónico en el trabajo relacionado con sus exigencias mediante el síndrome de *burnout* para identificar áreas de oportunidad y buscar el mejoramiento de sus prácticas educativas y formativas. Este síndrome es tridimensional y está caracterizado por el agotamiento, cinismo y eficiencia profesional. La metodología aplicada fue mediante un estudio de campo con la aplicación del instrumento de medición Maslach-Burnout Inventory General Survey (MBI-GS). Se realizó un estudio con 100 % de la planta de profesores de tiempo completo adscritos a una facultad de la universidad pública, a quienes se les aplicó la prueba para conocer la propensión a padecer el síndrome de *burnout*. Con base en la escala de evaluación, los resultados muestran niveles medios y altos en las dimensiones de agotamiento ($\bar{X}=2.78$) y cinismo ($\bar{X}=1.46$),

y bajos en eficiencia profesional ($\bar{X}=3.54$), por lo que se comprueba la existencia del síndrome en los profesores sujetos de estudio. Se considera de suma importancia identificar el síndrome de *burnout* en los trabajadores dedicados a la docencia y se recomienda el desarrollo de una propuesta de mejoramiento de condiciones laborales.

Palabras clave: burnout, calidad educativa, educación superior, profesores.

Abstract

Currently the role of the university professor plays a very important role in the teaching-learning process, within its main functions is to promote a permanent and significant learning among students, in order to train highly qualified professionals, so that the Teachers play a fundamental part in achieving educational quality. In this sense, the objective of this work was to conduct a study of occupational health in teachers of a Higher Education Institution (IES) of the State of Baja California, Mexico. Assessed chronic stress at work related to their demands through Burnout syndrome, in order to identify areas of opportunity and seek improvement of their educational and training practices. This Burnout syndrome is three-dimensional and is characterized by exhaustion, cynicism and professional efficiency. The methodology applied was through a field study with the application of the measurement instrument Maslach-Burnout Inventory General Survey MBI-GS. A study was carried out with one hundred percent of the plant of full-time professors assigned to a faculty of the public university, to whom the test was applied to know the propensity of these same to suffer the Burnout syndrome. Based on the evaluation scale, the results show medium-high levels in the exhaustion dimensions ($\bar{X}=2.78$), and cynicism ($\bar{X}=1.46$) and low in the professional efficiency level ($\bar{X}=3.54$), so the existence is checked of the syndrome in the teachers subject of study, since the presence of high levels in the components of exhaustion and cynicism and low levels in the professional efficiency was observed. It is considered of the utmost importance to identify the Burnout syndrome in the workers dedicated to teaching, and it is recommended the development of a proposal to improve working conditions.

Keywords: burnout, educational quality, higher education, teachers.

Resumo

Atualmente, o papel do professor universitário desempenha um papel muito importante no processo de ensino-aprendizagem. Entre suas principais funções está promover uma aprendizagem permanente e significativa entre os alunos, com o objetivo de formar profissionais altamente qualificados, para que os professores desempenhem um papel fundamental na obtenção da qualidade educacional. Nesse sentido, o objetivo deste trabalho foi realizar um estudo de saúde ocupacional em professores de uma Instituição de Ensino Superior (IES) do Estado de Baja California, México. O estresse crônico foi avaliado no trabalho relacionado às suas demandas através da síndrome de burnout para identificar áreas de oportunidade e buscar a melhoria de suas práticas educativas e de formação. Esta síndrome é tridimensional e caracteriza-se por exaustão, cinismo e eficiência profissional. A metodologia aplicada foi por meio de um estudo de campo com a aplicação do instrumento de medida Maslach-Burnout Inventory General Survey (MBI-GS). Um estudo foi realizado com 100% da planta de professores em tempo integral designados para um corpo docente da universidade pública, a quem o teste foi aplicado para determinar a propensão a sofrer a síndrome de burnout. Com base na escala de avaliação, os resultados mostram níveis médio e alto nas dimensões de exaustão (= 2,78) e cinismo (= 1,46), e baixa na eficiência profissional (= 3,54), de modo que a existência da síndrome é verificada. nos professores objeto de estudo. Considera-se da maior importância identificar a síndrome de burnout nos trabalhadores dedicados ao ensino e recomenda-se o desenvolvimento de uma proposta para melhorar as condições de trabalho.

Palavras-chave: burnout, qualidade educacional, ensino superior, professores.

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Introduction

The World Health Organization [WHO] (2018) defines occupational health as the set of activities associated with multidisciplinary disciplines, whose objective is the promotion and maintenance of the highest possible degree of physical, mental and social well-being of workers of all the professions, promoting the adaptation of work to man and of man to his work. According to various studies carried out, the professionals most likely to present stress in their jobs are health technicians and teachers, specifically the latter suffer from the process of being burned (Ferrel, 2013).

The disciplines that require being in permanent contact with people becomes a factor of exposure for the presentation of physical and psychological fatigue syndrome (González, 2015). University professors become a very important actor in the teaching-learning process. They have a great responsibility for the effectiveness of the educational process. Cárdenas, Méndez and González (2014) conceive of higher level teachers as a fundamental part to achieve educational quality in Higher Education Institutions (IES). It is important to consider that higher level teachers in Mexico have different activities in their academic load, a large part of their time is dedicated to the teaching of classes, however, they must also participate in research activities, tutoring, academic management, dissemination and extension of culture, among others. This implies that they are exposed to a series of stressors that, depending on how they are faced, will result in one of the following academic behaviors: 1) adaptive, aimed at teaching and teacher satisfaction or 2) maladaptive, which leads to exhaustion and dissatisfaction.

In Mexico, high importance is given to education, since quality education is considered to be the greatest guarantee for the integral growth of all Mexicans (Secretary of Public Education, 2013). Regarding higher education in Mexico, state public universities must develop functions of teaching, generation and innovative application of knowledge, as well as extension and dissemination of culture (Sub Secretaria de Educación Superior, 2018).

On the other hand, in the World Conference on Higher Education (2009) it was mentioned that, to ensure the quality of higher education, it is necessary to recognize the importance of attracting and retaining qualified, talented and committed teaching and research staff, who They are responsible for training highly qualified graduates.

The role of a teacher is more prone to develop diseases triggered by stress compared to other professions. These disturbances due to stress in the teaching activity can be prolonged and become a burnout or burn syndrome at work (El Sahili G., 2010).

The burnout syndrome is also known as the burnout syndrome. It is a state of physical and emotional fatigue that arises as a result of work overload (Ortega and López, 2004).

Maslach, Schaufeli and Leiter (2001) define burnout as "a prolonged response to chronic stressors at a personal and relational level at work, determined from the dimensions known as exhaustion, cynicism and professional inefficiency" (p.409). The present investigation is considered this three-dimensional posture of the burnout syndrome.

In this sense, it is considered relevant to conduct research that measures both the satisfaction of teachers towards their work, as well as exhaustion, disinterest, discouragement and possible depression in the teachers of a higher education institution.

This study provides empirical evidence of the importance of addressing psychosocial factors in the teaching activity, in order to have occupational health. Therefore, the general objective is to identify the propensity to suffer burnout syndrome in the teachers of an HEI. The specific objectives are the following:

1. Evaluate the level of exhaustion due to overload and overwork.
2. Evaluate the level of cynicism by doing only the minimum at work.
3. Evaluate the level of professional effectiveness based on the lack of achievements and productivity at work.

The purpose of the research is to conduct a case study on the propensity to suffer from the burnout syndrome, since several studies of the subject applied in the education sector have shown that teachers seem to be especially vulnerable to this problem, due to the pressure Teachers support when trying to respond to the diversity of demands.

Methodology

Next, the methodology applied in this work is presented. The type of research that was carried out, the techniques and strategies used in the study, as well as the main characteristics of the population under study are mentioned. Likewise, the study variables and tests used to measure them are described.

Design of the research carried out

This research is empirical-quantitative, since it is intended to measure objectively and as accurately as possible the variables involved. The way to analyze the data, the research is descriptive, since the purpose is to say what a particular phenomenon is and how it manifests (Hernández, Fernández and Baptista, 2014).

This investigation is a field study, since it is in a real or natural situation in which the variables are observed.

Participants

Regarding the study population, it should be noted that the observation unit was the teachers of an IES in Baja California. The case study was conducted with 20 full-time professors assigned to a faculty of the public university, which represent 100% of the teaching staff of this academic unit.

The characteristics of the study population are the following:

- Full-time teachers.
- Uninterrupted stay in the current job for 3 years or more.
- Occupant of interim or permanent position.

Instrument used

For the burnout syndrome, the Spanish version of the Maslach-Burnout Inventory General Survey (MBI-GS) was used (Schaufeli, Leiter, Maslach and Jackson, 1996), which consists of three dimensions: exhaustion, cynicism and professional efficacy. The items must be answered using a Likert-type frequency scale, which ranges from 0 (never) to 6 (always). High scores in the exhaustion and cynicism dimensions together with low scores in the professional efficacy dimension are indicators of burnout, as shown in Table 1.

Tabla 1. Instrumento MBI-GS versión española

0	1	2	3	4	5	6
Nunca / Ninguna vez	Casi nunca/ Pocas veces al año	Algunas Veces / Una vez al mes o menos	Regularment e / Pocas veces al mes	Bastantes Veces / Una vez por semana	Casi siempre / Pocas veces por semana	Siempre / Todos los días
1	Estoy emocionalmente agotado por mi trabajo (A)					<input type="checkbox"/>
2	Estoy "consumido" al final de un día de trabajo (A).....					<input type="checkbox"/>
3	Estoy cansado cuando me levanto por la mañana y tengo que afrontar otro día en mi puesto de trabajo (A).....					<input type="checkbox"/>
4	Trabajar todo el día es una tensión para mí (A).....					<input type="checkbox"/>
5	Puedo resolver de manera eficaz los problemas que surgen en mi trabajo (E).....					<input type="checkbox"/>
6	Estoy "quemado" por el trabajo (A).....					<input type="checkbox"/>
7	Contribuyo efectivamente a lo que hace mi organización (E).....					<input type="checkbox"/>
8	He perdido interés por mi trabajo desde que empecé en este puesto (C).....					<input type="checkbox"/>
9	He perdido entusiasmo por mi trabajo (C).....					<input type="checkbox"/>
10	En mi opinión soy bueno en mi puesto (E).....					<input type="checkbox"/>
11	Me estimula conseguir objetivos en mi trabajo (E).....					<input type="checkbox"/>
12	He conseguido muchas cosas valiosas en este puesto (E).....					<input type="checkbox"/>
13	Me he vuelto más cínico respecto a la utilidad de mi trabajo (C).....					<input type="checkbox"/>
14	Dudo de la trascendencia y valor de mi trabajo (C).....					<input type="checkbox"/>
15	En mi trabajo, tengo la seguridad de que soy eficaz en la finalización de las cosas (E).					<input type="checkbox"/>
	Agotamiento	= (A)/5	_____			
	Cinismo	= (C)/4	_____			
	Eficacia profesional	= (E)/6	_____			

Fuente: Bresó, Salanova, Schaufeli y Nogareda (2007)

The items of the MBI-GS instrument are distributed in three key dimensions of this response for measurement, as shown in Table 2.

Tabla 2. Distribución de los ítems del instrumento

Dimensión	ítems
Agotamiento	1, 2, 3, 4 y 6;
Cinismo	8, 9, 13 y 14
Eficacia profesional	5, 7, 10, 11, 12 y 15.

Fuente: Elaboración propia

Burnout is a psychological syndrome that involves a prolonged response to chronic interpersonal stressors at work. Exhaustion represents the basic individual stress component of burnout. Cynicism represents the component of the interpersonal context of burnout. Professional effectiveness represents the self-evaluation component. Table 3 explains these dimensions.

Tabla 3. Explicación de las dimensiones de *burnout*

Agotamiento	Cinismo	Eficacia Profesional
Se refiere a sentimientos de estar sobre exigido y vacío de recursos emocionales y físicos. Los trabajadores se sienten debilitados y agotados, sin ninguna fuente de reposición. Carecen de suficiente energía para enfrentar otro día u otro problema, y una queja común es “Estoy aplastado, sobrecargado y con exceso de trabajo; simplemente es demasiado”. Las fuentes principales de este agotamiento son la sobre- carga laboral y el conflicto personal en el trabajo.	Se refiere a una respuesta negativa, insensible o excesivamente apática a diversos aspectos del trabajo. Los trabajadores no están simplemente creando formas de contención y reduciendo la cantidad de trabajo, sino que también están desarrollando una reacción negativa hacia la gente y el trabajo. A medida que se desarrolla el cinismo, la gente cambia desde tratar de hacer su mejor esfuerzo a hacer solo el mínimo.	Se refiere a los sentimientos de incompetencia y carencia de logros y productividad en el trabajo. Este sentido disminuido de autoeficacia es exacerbado por una carencia de recursos de trabajo, así como por una falta de apoyo social y de oportunidades para desarrollarse profesionalmente. Experimentar una sensación de ineficacia puede hacer que los trabajadores con <i>burnout</i> sientan que han cometido un error al elegir su carrera y a menudo no les gusta el tipo de persona en que ellos creen que se han convertido. De este modo, llegan a tener una consideración negativa de ellos, así como de los demás.

Fuente: Elaboración propia con información tomada de Maslach (2009).

Measuring scales

To obtain the scores of each scale (exhaustion, cynicism and professional efficiency), the scores obtained in the items belonging to each scale must be added and the result divided by the number of items on the scale. For example, to obtain the score on the depletion scale, the direct scores obtained in each depletion item (A) were added and the total was divided by five, which is the number of items that form the scale. This operation was repeated for each of the scales and for each of the subjects to whom the instrument was administered, in order to obtain the arithmetic mean of each scale and of each individual.

The total value must oscillate between 0 and 5 in the exhaustion dimension, between 0 and 4 in cynicism and between 0 and 6 in professional efficiency, due to the number of items that integrate them. Each dimension is classified within one of the six categories established for the evaluation: very low, low, medium low, medium high, high and very high. Table 4 shows the scores to qualify.

Tabla 4. Puntuaciones de las escalas de *burnout*

	Agotamiento	Cinismo	Eficacia profesional
Muy bajo	<0.4	<0.2	<2.83
Bajo	0.5-1.2	0.3-0.5	2.83-3.83
Medio bajo	1.3-2	0.6-1.24	3.84-4.5
Medio alto	2.1-2.8	1.25-2.25	4.51-5.16
Alto	2.9-4.5	2.26-4	5.17-5.83
Muy alto	>4.5	>4	>5.83

Fuente: Bresó, Salanova, Schaufeli y Nogareda (2007)

The analysis of results was performed by means of the arithmetic mean. The descriptive analysis of the three dimensions was carried out and finally the burnout syndrome was evaluated.

Results and Discussion

The following section presents the main findings found when assessing the propensity for higher education teachers to suffer the burnout syndrome, by applying the test that assesses low energy levels combined with low identification at work.

Table 5 shows the results of calculating the arithmetic mean to obtain the values of each item of the questionnaire.

Tabla 5. Media para cada ítem de la encuesta.

	Agotamiento					Cinismo				Eficacia profesional					
Ítem	1	2	3	4	6	8	9	13	14	5	7	10	11	12	15
Media	2.7	3.6	3.4	2.5	2.2	1.4	1.7	1.4	1.4	4.1	3.3	4.2	2.8	2.8	5.3

Fuente: Elaboración propia

Next, the results obtained by each of the dimensions that make up the burnout test are analyzed.

Exhaustion

Exhaustion occurs due to overload and overwork. In the obtained results, the workers affirm that they are emotionally exhausted by their work ($\bar{X} = 2.7$). At a high level, they consider themselves to be consumed at the end of the workday ($\bar{X} = 3.6$). They also said that they are tired when they get up in the morning and have to face another day in their jobs ($\bar{X} = 3.4$). At a medium high level they consider that working all day is a tension ($\bar{X} = 2.5$) and they are considered "burned" by work ($\bar{X} = 2.20$). So the exhaustion dimension resulted with a mean ($\bar{X} = 2.78$), which is considered in a low average range.

According to the scale of measurement, the results show a high state of exhaustion in the teachers evaluated. This indicates that they feel tired due to excessive workload, which is a first symptom of burnout syndrome (see Table 6).

Tabla 6. Evaluación del agotamiento

	Ítem	Media aritmética	Evaluación
1	Estoy emocionalmente agotado por mi trabajo	2.7	Medio alto
2	Estoy “consumido” al final de un día de trabajo	3.6	Alto
3	Estoy cansado cuando me levanto por la mañana y tengo que afrontar otro día en mi puesto de trabajo	3.4	Alto
4	Trabajar todo el día es una tensión para mi	2.5	Medio alto
6	Estoy “quemado” por el trabajo	2.2	Medio alto

Fuente: Elaboración propia

The presence of exhaustion in the educational context refers to the loss of emotional resources, caused by the demands of students, their families and the educational center (Salanova et al., 2005). In this sense, various explanations have been expressed to understand the causes of exhaustion in teachers. Among the main ones is the personality of the teacher, since those who possess qualities of optimism and self-control can cope better with stressors. On the other hand, low self-esteem is also related to exhaustion (Arias and Jiménez, 2013).

Teachers who are more committed to their work are at greater risk of suffering from the syndrome, because the teaching profession requires a high degree of delivery and service to others. Likewise, work overload is also repeatedly associated with emotional exhaustion, which harms the physical and mental health of teachers.

According to Latorre (2005), exhaustion is the main predictor of the burnout syndrome and it is the dimension that precedes the other two, from which empirical evidence is demonstrated in the present study.

Cynicism

The second component of burnout syndrome is characterized by cynicism and distant attitudes that teachers have towards students (Salanova, Martínez and Lorente, 2005). Cynicism consists of doing only the minimum at work. According to the results of the instrument, those who consider that they have lost interest in work since they started in that position ($\bar{X} = 1.4$) and have lost enthusiasm for work ($\bar{X} = 1.7$) were located at a medium high level. They think that they have regularly become more cynical about the usefulness of their work ($\bar{X} = 1.4$) and in the same way doubt the importance and value of their work ($\bar{X} = 1.4$) (see Table 7).

Tabla 7. Evaluación del cinismo

	Ítem	Media aritmética	Evaluación
8	He perdido interés por mi trabajo desde que empecé en este puesto	1.4	Medio alto
9	He perdido entusiasmo por mi trabajo	1.7	Medio alto
13	Me he vuelto más cínico respecto a la utilidad de mi trabajo	1.4	Medio alto
14	Dudo de la trascendencia y valor de mi trabajo	1.4	Medio alto

Fuente: Elaboración propia

Cynicism represents the negative and insensitive response or the excessive lack of interest of teachers in certain work activities. The cynic dimension, according to the evaluation scale, is considered at a medium high level. However, it is observed that the results oscillate between 1.4 and 1.7, which shows that they are located in the lower limit of the range (1.25-2.25) of the evaluation scale. The previous data shows that teachers present some pessimistic or negative attitudes that can be corrected and thus avoid increasing the degree of cynicism by implementing strategies to improve rigid and bureaucratic attitudes on the part of teachers, their students and co-workers, in order to be reflected in the quality of education.

So far, the results of the university professors agree with Maslach (2003), who affirmed that the dimensions of cynicism and emotional exhaustion are originated by the presence of work overload and personal conflicts.

Professional efficiency

Professional efficiency values achievements and productivity at work. Obtaining low levels in this dimension indicates the existence of the burnout syndrome. The results obtained show that the professors surveyed believe that the level to solve effectively the problems that arise in their work is medium low. ($\bar{X} = 4.1$). As for what they contribute effectively with the organization, it is low ($\bar{X} = 3.3$). Evaluations of whether they are good at their positions result in the low average range ($\bar{X} = 4.2$). The level of encouragement to achieve objectives in your work is very low ($\bar{X} = 2.8$). In the same way, they consider the level of valuable things they have achieved in that position. On the other hand, the evaluation regarding the security they have of being effective in the completion of things was high (= 5.3). In general, the evaluation of the professional efficacy dimension, according to the scale, results in a low average level, so the third dimension also turned out to be a risk factor to suffer the burnout syndrome in the teachers (see Table 8).

Tabla 8. Evaluación de la eficacia profesional

	Ítem	Media aritmética	Evaluación
5	Puedo resolver de manera eficaz los problemas que surgen en mi trabajo	4.1	Medio bajo
7	Contribuyo efectivamente a lo que hace mi organización	3.3	Medio bajo
10	En mi opinión soy bueno en mi puesto	4.2	Medio bajo
11	Me estimula conseguir objetivos en mi trabajo	2.8	Muy bajo
12	He conseguido muchas cosas valiosas en este puesto	2.8	Muy bajo
15	En mi trabajo tengo la seguridad de ser eficaz en la finalización de las cosas	5.3	Alto

Fuente: Elaboración propia

This dimension alludes to the feeling that they are not achieving achievements in their work, self-categorizing negatively (Maslach, Schaufeli and Leiter, 2001). In the present study, the professors evaluated themselves negatively in their work performance, they do not feel stimulated to achieve objectives and they reflect a feeling of lack of progress, this because their demands exceed their capacity to attend it competently.

Finally, as a summary and in accordance with the findings found in this study, based on the evaluation scale, the results show medium and high levels in the dimensions of exhaustion ($\bar{X} = 2.78$) and cynicism ($\bar{X} = 1.46$), and low in professional efficiency ($\bar{X} = 3.54$) (see table 9). The results show the existence of burnout syndrome, which is determined by the presence of high levels of exhaustion and cynicism components and low levels of professional efficiency (see Table 9).

Tabla 9. Resultados por dimensiones

Síndrome <i>burnout</i>		
Agotamiento	Cinismo	Eficacia profesional
2.78	1.46	3.54
Medio alto	Medio alto	Bajo

Fuente: Elaboración propia

The burnout evaluates the low levels of energy combined with low identification with the work, which are appreciated in the teachers of a higher level institution according to the tests applied. With this study it was possible to evaluate the propensity to suffer the burnout syndrome in university professors, specifically in the case of an IES in Baja California. It was observed that the teachers surveyed have medium high levels of exhaustion and cynicism and low professional efficiency, so they are prone to suffer the burnout syndrome.

According to Verona and Kielmer (2007), the burnout syndrome can manifest itself in four levels of alterations: 1) lack of desire to go to work, various and unspecific corporal pains; 2) begins to generate discomfort the interaction with others, starts with feelings of persecution or that everyone is against, increases labor absenteeism, changes in areas of work or work shifts, 3)

noticeable decrease in work capacity, psychosomatic diseases appear, the tendency to self-medication or the consumption of alcoholic beverages begins, and 4) there is a stage of frank alcoholism, drug dependence, suicide attempts, accidents and work is definitely abandoned.

Identifying the burnout syndrome in the teaching staff is of the utmost importance for the development of a proposal to improve working conditions and avoid severe levels of alterations.

Conclusions and recommendations

Occupational health is one of the most important indicators in the well-being and quality of life. All professions involve activities that cause stressful stimuli that can enhance the maladjustment, which can affect the physical and emotional health of individuals.

In this case, university professors were analyzed, who, due to the nature of their work, tend to enhance the risk factor for the presentation of the physical and psychological fatigue syndrome. The objective of the study was to identify the propensity to suffer the burnout syndrome in the teachers of an HEI. Based on the research carried out, it was possible to evaluate levels of exhaustion, cynicism and professional efficacy, and it is concluded that university professors in this study show a significant degree of exhaustion due to work overload. Their levels of cynicism are high and have low levels of professional efficacy, which is why the group is evaluated as susceptible to burnout syndrome. In this sense, it is recommended to take the necessary considerations to improve working conditions for the teacher and reduce the syndrome of being burned by work, since it is one of the most important psychosocial damages in today's society. One of the main symptoms of people suffering from the syndrome is the reduction of commitment at work, so that, according to the results, teacher attrition could affect their attitude towards students and be reflected in the quality of teaching in educational organizations. It is very important to emphasize that the university professor has among its main functions to promote meaningful and quality learning among students, with the aim of training qualified professionals, which is why teachers are considered a fundamental part of educational quality.

In several studies carried out in other countries, the importance of this topic has also been recognized and research aimed at recognizing sources of stress has been carried out, in order to propose preventive measures. The teaching activity in this case study represents a risk condition

for the presentation of burnout, so it is recommended the application of preventive programs that strengthen the occupational health of the same and the improvement of their working conditions.

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