
Burnout Syndrome Present in the Process of Rehabilitation in Teachers at the Primary Level

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ABSTRACT: *The purpose of this research work is to determine the Burnout Syndrome present in the rehabilitation process in teachers at the primary level after the Covid-19 pandemic in Mexico, being a quantitative, cross-sectional, analytical study and its universe. It was made up of basic level teachers, a sociodemographic questionnaire was applied, teachers were evaluated with a self-application instrument on organizational climate, mental health and finally fatigue. Where it was found that 85% that teachers notice alterations and refers to the fact that they are usually noticed in a different, strange or uncomfortable way in difference with other colleagues, it is important to point out the manifestations of apathy that exist among co-workers given the labor characteristics, these sensations continue to appear continuously or never completely disappear. Teachers are affected by their ability to function, in any of their personal and social roles, and they may be considered to suffer from depersonalization-derealization disorder. It is important to point out that they manifest a feeling of not being able to control their movements or that they simply feel like a robot, having little coordination when doing exercises with the students and also that it manifests itself in communication with other teachers. They manifest having emotional and physical numbness in response to living with the world around them. Fear of the social environment under normal characteristics causes emotional exhaustion, a high level of stress and poor mental health, which is why 80% of teachers at the time of the study are considered to have Bournout syndrome.*

KEYWORDS: teacher, basic education, burnout syndrome

INTRODUCTION

Education has evidenced its importance in the historical development of society, transmitter of the culture that has preceded it in each particular era or social system. In it, the teacher has been one of the main protagonists in the processes of development and transformation.

However, teacher training has not always received special attention. Studies cover it from various paradigms, but the teacher as an active subject of learning has been scarcely attended. Both from the perspective of initial and ongoing formation. The causes of the teacher's vulnerability to mental disorders can be extensive and of a diverse nature. The task imposes physical, mental, emotional and relational demands that, in interaction with individual resources, can negatively impact their health and well-being. This, together with the organizational and social conditions in which they work, conforms to a reality that becomes complex in order to address all its aspects. (Martinez, 2010). The teacher must deal with a high degree of conflict due to multiple tasks and the devaluation of his work, to this is frequently added the uncertainty about the permanence in his job, insecurity, the ambivalence between what he wants and what he can do, the attention to individual differences in the face of a large student body, the emerging and compulsive demands of the school, the need for self-preparation to respond to the interests of students who are increasingly better prepared and informed. The human being exchanges in various spaces, not only in his working life, although this absorbs most of his time, he must have time for his extra-work life, meaning family and personal surroundings.

When the expectations of success are not met, a feeling of helplessness or frustration appears, which can initially be compensated with reactive behaviors such as over-demands, exhausting hours, great sacrifices until the final exhaustion and that finally lead to the deterioration of mental health and the exit from the profession, either by the teacher's own decision, who cannot take it anymore, or under medical prescription. (Aldrete 2015).

Occupational stress has been defined as the result of the appearance of psychosocial risk factors, or as a psychosocial risk that by itself has "a high probability of significantly affecting the health of workers and business operation in the medium and long term." ” (Moreno, 2010). Various studies define stress as a pattern of body responses to external demands (Levi, 1998). For his part, (García-Herrero, 2013) defines it as a state with psychological, physical or social, where it is difficult for the person to establish a link between their abilities and expectations.

Work stress and burnout not only trigger problems in the mental/physical health of individuals/family, but also have economic repercussions for organizations. A relationship has been found between absenteeism, turnover and labor productivity with preventable health problems related to work stress.

Burnout Syndrome is an occupational disease, and is also called "burnout syndrome by work", since it appears when a helping relationship is maintained with an intense interpersonal relationship with the beneficiaries of the work. Professional burnout is detailed as a feeling of tiredness, exhaustion, hopelessness, and this leads health workers to lose interest in their work. (Alvarez 2021).

The disposition and quality of services provided by teachers are altered when the functional state, both physical and emotional, is not optimal for the timely realization with a good performance of the roles and functions of educational activities. Situations that arise daily such as overloaded work hours, preparation of plans, ongoing relationships with colleagues, working a double shift. Do activities with family. However, these circumstances. Many times they go unnoticed by the different districts and corresponding organizations, who minimize the importance of the job satisfaction of the professionals who collaborate significantly in the recovery of the educational interest of the students.

The Burnout Syndrome is characterized by negative attitudes towards the subjects that constitute the object of their work and towards the work itself, among which are; pessimism, apathy, little or no motivation, low work involvement, irritability towards the people who receive the job, excessive concern for comfort and well-being at work, a tendency to rationalize failures by blaming other people around them. Chávez (2016) from a psychosocial perspective, affirm that burnout is a three-dimensional syndrome that develops in professionals in contact with people who are in the workplace.

METHODOLOGY

The following investigation was of a quantitative, cross-sectional, analytical nature and its universe was made up of primary level teachers from the "Nicolás Bravo" elementary school located at oriente 7 and norte 6 s/n colonia Santa Cruz, Valle de Chalco, Solidaridad, Mexico state. For their election, the following criteria were determined: inclusion criteria in which basic education teachers were chosen and practitioners and/or interns of the bachelor's degree in primary education were excluded; the sample was simple random and was obtained using the formula to calculate the sample size for the small finite population $n = (0.12)$. (NORTH). Obtaining a total sample of 20.

A sociodemographic questionnaire was applied to the participants in which they had questions regarding age, gender, marital status, if they have children, suffer from any disease, take any medication, perform physical activity, perform household activities, receive support in the activities of the home, as well as a questionnaire about their work situation which contained questions about: degree of studies, years of service, work shifts, contractor or based situation and activities within the work space such as preparation of plans, didactic material, delivery of evaluations, contribution of strategies for school technical councils and if they have another job, all this to know the situation of each teacher.

Teachers were evaluated with a self-application instrument on organizational climate with 15 items and job satisfaction with 10 items, each with a response format made up of four possible options ranging from never to always (Always=A, Frequently=B, Occasionally=C, Never=D). Factors related to the employment situation of teachers within the institution, communication with administrators, communication with other teachers, interaction with

students, motivation to work, level of skills and abilities to work and communication with parents are measured.

A questionnaire on mental health consisting of 20 items and 4 possible response options ranging from always to never (always=1, frequently=2, sometimes=3, never=4) was applied. Showing the self-assessment that each teacher has in a personal way, focusing on their skills and abilities to work correctly, showing aspects such as personal appearance satisfaction, self-esteem, communication with other teachers' influence on themselves and personal safety. A questionnaire referring to fatigue that occurs in most of the teachers was applied, this questionnaire is made up of 30 items with only two possible answers YES or NO, which refers to factors related to stress, drowsiness, pain present during the working day and triggers of a disease.

The questionnaires were applied in a classroom of the primary school before a technical council meeting, with voluntary participation, guaranteeing anonymity through the explanation given prior to the application, as well as the protection of personal data. He made it known that they completed the items for full use.

With the information collected from the questionnaires previously posed to basic level teachers, they were submitted to analysis to achieve the identification of categories and subcategories. In the demonstration of the results, different aspects were created that are involved in the methodology on aspects of mental health and fatigue that are derived from attitudes about work interest, fatigue and personal fulfillment that are the result of multiple activities. that teachers perform personally, as family and work, which all have an impact on the performance of activities and communication with students and the relationship with other teachers or supervisors, likewise, it is reflected at the institution level to be able to demonstrate if its objectives are met.

RESULT AND DISCUSSION

In this work the ages of the teachers are shown, resulting in an average of 38.5 with a standard deviation of 11.40. Of which 70% correspond to masculine and 30% to feminine, taking into account that 53% of the surveyed teachers are married, 37% single or only dating, and 10% are in situations of divorce or mothers and /or single parents; It is shown that 58% have 1 to 3 children and 42% do not have children. In the same way, it is presented that 25% of teachers have a chronic degenerative disease carrying out correct medical treatment that includes medication and exercise. complementary; while 75% of teachers do not have any type of disease. Within the physical activities that teachers carry out in their free time, it is shown that 55% perform some physical activity and also belong to a sport such as soccer, basketball and athletics and 45% of teachers are not from your interest in doing some sport.

Teachers refer to carrying out household activities which 89% if they do it all week, 11% do not carry out or support household activities, it is shown that 50% do receive support for

household activities through domestic workers who are They dedicate themselves to cleaning the home as well as preparing food and complementary activities or a family member, so the other 50% do not receive support from someone else, including family members. For the results related to the workplace, the schooling of the surveyed teachers is shown, resulting in 60% for those who have a degree in Primary Education, 25% for those who have 1 or 2 master's degrees completed or in process doing reference to education, 10% of teachers who only comply with the elementary standard that is currently valid as a bachelor's degree and 5% for teachers who have 1 or 2 doctorates focused on the development of students and the updating of education . The years of service that teachers have been working are presented 50% in less than 9 years of service, 25% in teachers from 10 to 20 in service and 25% with more than 20 years, the work shifts they perform are presented teachers taking into account that 60% have the evening shift and 40% have both morning and evening shifts, in the statistical data on the employment situation 90% have the base in the State of Mexico, while 10% They have an interim contract that refers to teachers who enter through an indeterminate contract and of different characteristics, due to death, disability, maternity process, lactation process, derived from the position occupied by teachers is 85 % based in the State of Mexico system and 15% also based in the State but also with double plaza in the Mexico City system. Within the responsibilities of teachers, administrative ones are included, such as the preparation of plans, with 84% of teachers who correctly prepare their plans and 16% of teachers who do not correctly conclude their plans, teachers also have to prepare their didactic material to carry out their activities with the students, referring to the fact that 75% do prepare their material depending on the subjects that require it and adaptable to the corresponding grade and 25% of the teachers do not use any type of material to strengthen the expected learning with the students, teachers have the obligation to deliver evaluations in a time and manner previously established to avoid administrative conflicts, therefore, 85% of teachers do deliver it in the time established by the school director, while 15% do not correctly deliver their evaluations, having observations related to the preparation planning and execution.

The Technical Council is the collegiate body with the greatest technical-pedagogical decision in each Basic Education school, in charge of making and executing decisions focused on reaching the maximum achievement of the learning of all the students of the same. It is made up of the director and all the teachers in front of the group, including those of Physical Education, Special Education, English, Computer Science and Technical Pedagogical Advisors, among others, who are directly related to the teaching and learning processes of the students. Referring to the issue of school technical councils, 85% of teachers participate and provide productive strategies for the future learning of students and 15% do not participate, showing total disinterest in the topics and guidelines agreed upon during the session. 15% mention that they have a job in addition to teaching and 85% only have a teaching job.

Quality basic education is correlated with the possibility of development of a country, so it must be sought that the teacher has the necessary elements to fulfill his role. Teaching, as a job, requires the performance, sometimes simultaneously, of an endless number of activities,

ranging from the care and maintenance of the school, planning of teaching activities, preparation of teaching materials, among others, and the At the same time, maintain constant relationships with: parents, authorities, colleagues and students, which implies a hard effort, a significant psychological load at work.

At present, the levels of competence for life that are being developed are increasingly demanding, to improve society and its way of living and coexisting. Education throughout life is based on four pillars: learning to know, learning to do, learning to live together, learning to be. Facing challenges in technology in a main framework, to which society puts us, within work and science as in our person, our family and society. There are many unknowns about the development of life skills, given that it is a globalized issue and in different countries it is talked about perhaps with different words but with the same purpose or objective: to help widen the circle to learn to drive general situations, whether in the labor or social field. This implies a great challenge, because it is not yet known exactly what are the capacities that are required to comply with all of these.

Burnout Syndrome is one of the main causes of deterioration at work, the consequences of which are manifested at the individual level: psychologically, such as anger, anxiety, verbal or physical aggressiveness, discouragement, fear, anger, isolation; in the physical area there are manifestations such as fatigue, gastrointestinal problems, heart problems, or psychosomatic disorders; and at the organizational level, with disorders due to negative attitudes towards work or towards the people they serve (in this case the students), problems adapting to the role or activity they perform, non-compliance with the task, work absenteeism, work accidents, loss of interest in the profession and that in the case at hand, can be manifested with repercussions in the teaching process and the quality of interpersonal relationships that derive from work or even in the family.

For all of the above, it is necessary to identify the prevalence of work burnout syndrome in Basic Education teachers at the primary level and its relationship with the activities carried out both in the classroom and outside of it. Abraham Maslow, a humanistic psychologist, defines personal fulfillment or self-realization as a basic need of human beings, which motivates the behavior of each one, and once it has been done, one can experience well-being, harmony, and happiness, thus increasing the self esteem. When the worker's health is affected in all spheres, he presents a bad social relationship both in his working life and in the family environment, to the point of causing harm to the people around him. People come to have very strong affection problems in what has been their personal fulfillment or self-realization.

Some teachers have the possibility of entering the teaching career, but the benefit is only economically, there is no mobility, there are no possibilities of promotion, continuing as a primary level teacher; Perhaps this is what is causing the teacher to present this problem. And only 20% lack personal security in terms of skills with students and relationships with other teachers. 70% of teachers are men and currently with the participation of all family members

in domestic chores, but even so, due to the pandemic, some family members had to lose their jobs, that is why Teachers have to work extra, look for another job and get a double position or temporary internship, to financially help the family in general with expenses, since men are the ones who bear most of the responsibility for the home.

Given the great complexity of the syndrome, concepts such as depression, job stress and job dissatisfaction have often been directly linked to it, among other possible responses to stress (tension, anxiety, conflict, fatigue, pressure, nervousness, boredom, exhaustion physical and mental, tiredness, existential neurosis, etc). From the classic definition of the organism resulting from a demand on it, having mental or somatic effectors, the concept has presented multiple problems in its definition and since it has been understood as a response, stimulus and interaction, not reaching an agreement. Due to the negative effects it brings to the individual who presents it, the issue of stress is currently the issue that acquires greater importance. Due to the changes it causes in him, identifying the individual suffering from stress is very simple: the lack of harmony will have a harmful influence on his social, family, personal and work context.

Mainly it has been investigated for the effects it causes; Like emotional disorders and behavioral disturbances. Emotional Exhaustion occurs in 20% of the teachers surveyed since it is related to men who work and who do not dispense with their social roles, work a double shift, thus increasing their stress levels. The support in daily chores is the cause on many occasions of anguish and obsessions that have repercussions in chronic stress as we verified in our results and, if we combine this with the workload of being a teacher, it could be thought that this has a greater possibility of presenting the burnout syndrome It is believed that having a double shift causes teachers to be engrossed in their work, not dedicating enough time to their personal lives and their family relationships, having a lack of affective feelings, becoming emotionally hardened and sometimes acting dehumanized towards the people they are with. works (colleagues, superiors, students, parents).

Depersonalization/derealization disorder is characterized by a persistent or repetitive feeling of detachment from one's own body or one's mental processes, as an outside observer of life (depersonalization), and/or as feeling totally disconnected from one's surrounding environment. (derealization). Feelings of depersonalization/derealization are considered a disorder when the following occur: • The depersonalization or derealization occurs on its own (ie, it is not caused by recreational drug use or another mental disorder) and persists or recurs. • The symptoms are very distressing or make it difficult for the person to function normally at home or at work.

Who coined the term depersonalization, presenting the analysis of a clinical case, in which the patient presented apathy, loss of attention, decreased automatic activity and loss of the sense of being a person. However, there were already several price psychiatric reports that contemplated the characteristic features of this disorder. From clinical psychology,

depersonalization has generally been approached as a symptom that accompanies other more complex pathologies.

CONCLUSION

Finally, it establishes that 85% that teachers notice alterations and refers to the fact that they are usually noticed in a different, strange or uncomfortable way in difference with other classmates. When these sensations continue to appear or never completely disappear, teachers are affected by their ability to function, in any of their personal and social roles, and may be considered to suffer from depersonalization-derealization disorder. In most of the teachers they present that they have the sensation of not being able to control their movements or that they simply feel like a robot, having little coordination when proposing exercises with the students and also that it manifests itself in the communication with the other teachers. They manifest having emotional and physical numbness in response to living with the world that surrounds them

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