

Burnout and Organizational Factors in Teachers of a Public University in Mexico

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ABSTRACT: *This research shows the correlation of the dimensions of burnout with organizational factors that exists in a population of professors of the Faculty of Accounting Management and Informatics of the Autonomous University of the State of Morelos. In a sample of 30 teachers were applied, during a period of one month in the year 2014, the questionnaire of Maslach Burnout Inventory (MBI) and the questionnaire on organizational factors of Ivancevich and Matteson. It should be noted within the results, lack of cohesion among the staff with the professional exhaustion, which adversely affects the quality of life of the teacher and their interpersonal relations by increasing the psychological stress.*

Keywords: Burnout, organizational factors, quality of life.

Many investigations carried out in Mexico and other countries have demonstrated the importance of studying the working environment and its relationship with the professional burnout in higher education where the stressors are of high incidence, at this point it requires teachers to meet a series of activities coupled with the rigid curricular structure, requires isolation between training programs, immobility of the university actors, traditional teaching methods, learning static, routine and rote, duplication of content and efforts, untying with the environment, resistance to educational innovation and a highly bureaucratic administrative apparatus (Pedroza, 2001).

These factors play a transcendental role in the presence of burnout and constitute one of the problems raised in higher education. In addition to this, the teacher should be resource manager, an obsessive persecutor of subjects in the biannual contests of merits, even if does not meet the required profile, so teachers have to make a greater effort to compensate for and not see diminished their wages.

Associated with this has to meet groups of students increasingly numerous, time pressures, excessive administrative activities, demand for performing various tasks simultaneously and the lack of administrative support, also has to perform other activities such as the preparation of new classes and the necessary teaching materials, design and grade of tests, evaluation of works, preparation of papers, extracurricular courses among others.

Due to the above, many professors of the Faculty of accounting, management and Informatics (FCAeI), feel that their work is very forced and this has caused, in some cases, a loss of desire (aspirations), exhaustion and satisfaction of the scholars for their work. It is important to emphasize that it is essential the role played by the academic and in our opinion they feel undermined, unprotected and until attacked by the organizational measures of the Faculty and of the Central Administration.

Teachers expect in return not only economic compensation but the recognition for their efforts, the valuation toward their work and respect for their physical, mental and moral integrity. A Collateral and inevitable effect are the almost zero involvement of teacher with the work in the classroom and their participation in the administration of the faculty. However, the policies of the UAEM have been directed to obtain economic resources to cover the economic crisis being experienced, without

worrying about the improvement of their teaching staff in the aspect of updating and positive work climate.

In order to understand and describe the process of development of Burnout, Manassero (2000) mentions two perspectives: the first part analyzes the relationship between the three basic dimensions of Burnout (exhaustion, depersonalization, and low realization) and in the second through models of Burnout is performed the analysis in relation to the explanatory variables (for example causes, symptoms, and consequences).

To get the data on these issues was necessary to see similar research in postgraduate articles, magazines, books and documents, which were considered to be those having as title: stress, absenteeism, burnout, organizational climate, organizational support, job satisfaction, training of teachers, support of the superior, support of the Organization, peer support, hours of work and personal life, and low productivity.

The satisfaction of teachers is of direct relevance and has a decisive influence on the quality of educational services that are granted so that the level of work satisfaction is an indicator of the quality of an institution and its internal services. On the other hand, the dissatisfaction is given by excessive work, work stress, bureaucratic aspects, increase in administrative loads, low income, little possibility of an increase in hours, problems in the relationship between teachers, absenteeism, and disability, among others (Dolan, 2005).

The satisfaction of the needs of the teacher gives, as a result, a positive attitude to constitute an incentive to do the work with satisfaction; on the contrary not to give attention to these needs can result in burnout, which has been used to describe a physical and mental condition characterized by fatigue, irritability, development of an impersonal attitude, as well as associated with working conditions with high social demands, (Dolan, 2004).

The studies on burnout have increased enormously and have contributed to improving the knowledge of this phenomenon; these studies support to establish strategies of prevention and correction and to contribute to enhancing the quality of life, as well as the effectiveness of the institution.

Professional Burnout

Since the decade of the seventies the concept of professional burnout arises in the United States, the first researcher to address the issue was Fredenberg, who mentioned that professional burnout is characteristic of

people dedicated to helping others seeking goals impossible, used the term to describe the emotional gradual exhaustion, the loss of motivation and the decline of commitment toward the job. Later, during the eighties, Cristina Maslach identifies that the syndrome is formed by a set of symptoms that arise as lengthy reply to emotional and interpersonal stressors that affect so chronic individual in their work environment, with its working group, Maslach conducted qualitative research based on in-depth interviews, case studies, observations and psychometric studies (Maslach and Jackson, 1981).

The term burnout refers to a state to be "burned", where the worker is emotionally exhausted, losing the capacity to engage intensively with their professional work and is not considered a synonym of occupational stress, or fatigue; Cristina Maslach defines it as a syndrome characterized by three components: emotional exhaustion, depersonalization and lack of personal fulfillment in work (Maslach, 1986). On the one hand, the emotional exhaustion refers to the feeling of no longer being able to give more of themselves to the affective level, finalized the energy and/or own emotional resources (Gil-Monte, 2007).

The depersonalization implies a negative response, insensitive dehumanized or excessively detached to the people who tend to be recipients of the service which is due to an affective hardening that is born of the necessity to put distance with customers (patients, students etc.) since it has no with useful strategies that allow relating with them efficiently.

The lack of personal fulfillment in work is the tendency of the professionals to be assessed negatively affecting their capacity for work and to interact with the user; be discontented with themselves and dissatisfied with their job performance. Maslach considers that the lack of effectiveness in the work comes from the lack of professional resources to exercise it, while the emotional exhaustion and depersonalization arise by stress at work and by the social conflict strictly. These three dimensions are only related to the syndrome due to having been able to be evaluated through psychometric instruments that reached, in various studies, statistical significance. To measure the wear professional training has been developed to wear Professional Inventor (Maslach, 1986).

In the previous paragraph was mentioned that professional burnout emerges as a manifestation of chronic stress, that to reach a high degree during sustained periods produces exhaustion and stress evasive

mechanisms, thus supporting the idea that his character is more chronic than acute. The literature has reported more than 100 symptoms related to the syndrome, whose classification has been based in accordance with their impact on (Gil Monte, 2007):

1. Physical symptoms (exhaustion, fatigue, muscle aches, uneasiness in the cardiorespiratory systems, nervous, digestive and reproductive).
2. The increase in the use of barbiturates stimulants, the increase of consumption of coffee and/or tobacco, the increase in aggressive behavior and overactive.
3. The presence of emotional exhaustion, paranoia, depression.
4. Isolation of the individual and refusal to communicate.
5. Interpersonal conflicts, coldness with the people with whom he works.
6. Changing values and beliefs. Cynicism and irony toward the users of its services.
7. The sense of hopelessness, frustration and failure.

Some of the symptoms of burnout precede behavioral responses and physiological and health problems, suicide, abandonment, absenteeism, accidents at work, deterioration of the quality of work, among others. Gil Monte (2007), based on their studies classifies symptoms in cognitive, affective- emotional, attitudinal and social. Cognitive symptoms include feeling upset, to think that the work is not valued, feel unable to perform tasks, think that cannot finish everything and that working badly, pessimism, insecurity, the feeling of not improving, and loss of self-esteem.

Among some affective-emotional symptoms, we can mention the lack of emotional control, irritability and bad mood, dislike or anger, frustration, aggressiveness, disenchantment, boredom, overwhelmed, sadness and depression, anxiety, emotional, feelings of guilt. Finally, the symptoms related to attitudes, are characterized by the lack of motivation to continue working, apathy, irresponsibility, intolerance, impatience, evaluation, complain about everything, see the student as an enemy, to blame others for their situation (Gil Monte, 2007).

Organizational Causes of Wear

It is evident that the majority of the risk factors in the professional field come from the working environment and the way in which the organization structures their tasks and responsibilities, as well as the way you organize the different processes developed in it. This is why it is necessary to intervene directly at the organizational level of occupational health and mental health problems in general.

The control and prevention of occupational health (and especially in mental health in general and professional wear), require a change in the philosophy of the Organization aimed at increasing the quality of working life and to empower staff as a basic condition to optimize and make the most of the different resources involved. The foregoing it deals openly the current need of that organizations carry out the establishment of programs and policies on occupational health aimed at the creation, dissemination and establishment of an organizational culture in which take into account adequately aspects of occupational health and safety and environmental protection; actions aimed to contribute to the improvement of working conditions, which would help to reduce the high economic costs in this area that affect the profits of enterprises, as well as achieve and maintain a state of psychological and physical welfare of personnel in their work environment for the organizational benefit. It is for this reason that the control and prevention, intervention and research in occupational health and especially of stress, require a change in the philosophy of the Organization aimed at increasing the quality of working life and to empower staff as a basic condition to optimize and make the most of the different resources involved.

This implies the clarity to obtain not only high levels of productivity but also the involvement, satisfaction and motivation of workers through the management of organizational culture.

Daft (2011) one of the main organizational theoreticians present, part of that culture is the set of values, norms, guiding beliefs and understandings that guide and which are shared among the members of an organization and are taught to new members as the correct way to think, feel and behave. It represents the not written part of the feelings of the Organization. All participate in culture but it usually goes unnoticed. This approach, the perspective of the organizational theorists pose a number of questions of study: How is it possible to identify the cultures? Is culture comparable with the strategy? How can you

manage or transform cultures? These theorists believe that the answers to these questions are in the way it reflects the culture in organizations.

The relevance of these perspectives on the term of culture, lies in that enrich and complement the theoretical referential framework, however, undoubtedly also generate multiple conceptual meanings from different disciplines reviewed and within each of them from different theoretical approaches, so it is important to analyze the factors that are influencing, either a positive or negative way the appearance of burnout. This refers to the role of the administration in relation to the influence it exerted on their employees and their behavior, which has a direct impact on the likelihood of occurrence of wear, or the prevention of these (Crosby, 1986).

The dysfunctions of the role, the lack of organizational health, the structure, the culture and the organizational climate, are models that are characterized by emphasizing the role of the stressors in the context of the organization and of coping strategies employed in the experience of burnout (Gil-Monte and Peiró 1999, Gil-Monte, 2002). Leiter and Maslach (2001) indicate that those responsible for the professional burnout are mainly the structure, the processes of the organizations and the weight of the change. Likewise, the organizational factors are those that have more support on other factors, such as those of the personality and the demographic (Leiter, 1988).

Leiter and Maslach (2001) define it as a non-productive relationship with the work and clarify that it is not a disturbance Clinic, is rather an alteration between one of the three points of a continuing series: energy, participation, and effectiveness. On one end is the commitment to the job, the status of being active and effectively involved in the work and the people, this is a positive and productive relationship that works for the individual and the organization.

Professional burnout is a widespread problem and significant that it is present in all the organizational levels, without taking into account the profession, people experience energy crisis, participation, and effectiveness. The productivity that achieves a person is not a quality or independent individual, but comes from the mutually beneficial relationships that are established between people, their work and the organizations in which they work, so it is considered highly relevant the organizational aspects of the syndrome definition, arguing that the dimensions of the same may appear together only because each is intricately related to various aspects of the Organization.

Instruments

It was built a questionnaire composed of a battery of instruments for data collection. In the questionnaire the components are answered on a Likert-type scale with six weights and the response options range from 0 to 6 with the scale: 0= Never, 1= once a year or less, 2= once a month or less, 3=a few times a month, 4= once a week, 5= several times to the week, 6= daily.

The questionnaire included socio-demographic data and labor, as are: sex, age, marital status, have more than one job, the seniority in the post, school level, the type of public or private institution and the type of contract for teachers in this study.

To measure the dimensions of burnout was used Maslach Burnout Inventory (MBI) designed by Maslach (1996), which is the most used instrument in the national and international level and has been extensively validated and valued its reliability. The full inventory consists of 22 components and is divided into three subscales, each one of which measures the three dimensions that are supposed to make up the construct of professional burnout: emotional wear (9 items), depersonalization (5 items) and low personal accomplishment (8 items), which raises the participant with a series of statements about their feelings and thoughts in relation to various aspects of its continuous interaction with the work and its usual performance.

To measure the organizational factors were used a survey developed by Ivancevich and Matteson (1989), they divide the stressors into two large groups: 1) intra-organizational Stressors and 2) extra organizational stressors. The first refers to those factors located on the inside of the organization and that cause stress. Among them are: a) The stressors of physical environment (lighting, noise, temperature, vibration, movement, polluted air), b) The stressors at the individual level (overload of work, conflict of roles, role ambiguity, etc.), c) stressors to group level (lack of cohesion, intergroup conflict, etc.), and d) the stressors at the organizational level (climate, technology, structure, etc.). The Seconds (extra organizational stressors) are those stressors that occur outside of the organization and that may have a significant influence on it, such as family relationships, change of residence, and household finances.

Results

Table I. Correlations of the variables of the study

	Exhaustion	Depersonalization	Personal dissatisfaction
Climate	0.546**	0.560	-0.500**
Structure	0.504	0.441	-0.680**
Territory	0.631**	0.718**	-0.500**
Technology	0.632**	0.579**	-0.620
Leader influence	0.360	0.537	-0.440
Lack of Cohesion	0.554**	0.531	-0.583**
Group support	0.461	0.560	-0.505**

Conclusions

The table shows the correlation that exists between the dependent variables (exhaustion, depersonalization and personal dissatisfaction) and the independent variables used in the study.

It can be observed that all the correlations of the variables of exhaustion and depersonalization with organizational factors, the correlation is positive, this is considered an expected result every time that the lack of the increase of these variables, such as climate, structure, territory, etc. brings as consequence in the burnout of teachers, leading the consequences of burnout. Although is not established a causal relationship, it is noted that as these variables are presented in the labor field teachers increase their exhaustion and depersonalization.

On the side the exhaustion, highlighted the correlations with territory and technology with a significant coefficient of .631 and .632 respectively, this indicates a high correlation between these two variables, to extent that a increases, the other also increases, the increase in use of the technologies to perform satisfactorily its work, causes a higher pressure, exhausting emotionally by individual, also as the territory of the teacher, who represents the personal space or the stage of activities increases, this depletes the individual since it implies increased activities, we can also observe as the depersonalization is league in the same way with these two variables.

For its part, the personal dissatisfaction has a negative relationship, i.e. between more observed the absence of

the presence of these variables, the teacher feels a less personal fulfillment by their work.

Here highlighted three significant correlations: structure, technology, and lack of cohesion, two of them (structure and lack of cohesion) we speak of group dynamics, so we can see that if there is a dynamic little friendly or lack of the same, the teacher will feel less personal fulfillment for going to their work, i.e. the social factor influences. And again appears the variable of technology, so that if the employee feels more comfortable with the technology that is provided to you (decreases the variable of depletion) and greater personal fulfillment to hold (by feeling more useful and efficient).

The previous results allow designing strategies of organizational intervention focused on the specific problem in this organization of higher education.

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