

# Burnout Syndrome, Motivation and Quality of Life in Ica Teachers

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**Abstract:** Descriptive-comparative research aimed to study the levels of Burnout syndrome, motivation and psychosocial indicators of quality of life, selected according to the criteria of judgment in a sample of teachers. Objective: To determine the association of two psychosocial variables and one of health, outline its theoretical foundations and present empirical results. Material and methods. Representative accidental sample of 40 secondary-level teachers from the two most distinctive State Colleges in the city of Ica-Peru, men and women of equivalent values, with an average age of 36 years. Instruments: Maslach Burnout Inventory, of three factors: emotional fatigue (CE), depersonalization (PD) and personal fulfillment (PR) (1) of high internal consistency (CE,  $r = .99$ , DP,  $r = .76$  and PR,  $r = .79$ ), Steers and Braunstein motivational profile (21), measures the types of motivation according to the model (22): need for achievement (nL), need for power (nP) and need for affiliation (nA), with established high degree of consistency (4), in each of its scales (nL,  $r = .99$ , nP,  $r = .99$  and nA,  $r = .99$ ) and the Questionnaire of psychosocial indicators of quality of life of Blanco (1985), The instruments have favorable validity and reliability. Results. Statistical analyzes: descriptive and inferential using the t test, highlighted the concordance between the variables and delimited the psychosocial characteristics of the secondary teachers. Conclusions. Teachers have low levels of Burnout, high in motivation and favorable quality of life, in addition there are no differences in the variables according to sex and type of educational institution.

**Keywords:** Burnout Syndrome, Motivation, Quality of Life

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## 1. Introduction

There is a current concern in the scientific community about a problem in the labor field: stress, which has led researchers from different disciplines of Psychology to propose a new denomination “welfare work stress syndrome” or “Burnout syndrome” (SB) [1]. Professionals who provide social, health and Educational services are involved in situations and concerns of the people with whom they are linked, whose interpersonal relationships emerge loaded with feelings: anxiety, fear, rejection, hatred, despair, etc.

SB is a response to chronic occupational stress that often occurs in the context of work in the human service professions. This relationship is characterized by direct contact with the people for whom the action is intended. In

addition, the incidence of other exogenous stressors. In the Educational system, Jenkins and Calhoun [2] collected many variables that increased job stress and feelings of burnout. They cite insufficient, administrative incompetence, unrealistic expectations or overcrowded classrooms, people’s demands for a better quality of life (QOL), or a lack of qualified professional; [3] these, when tense and conflicting, lead to the development of SB, which in turn affects QOL and motivation. The consequences of this syndrome are a risk factor for these professionals and their institution. It can lead to deterioration of the quality of work and if the symptoms become acute, loss of professionalism physical exhaustion, insomnia, alcohol abuse and family problems.

In teachers Maslach & Jackson [1], they indicate an association with personal and organizational conditions and role performance. The teacher’s history seems to predict an

increase in the syndrome. Age is a predictor of Emotional exhaustion in the American studies, which decreased SB with increasing age, but was not confirmed in Spaniards. Teachers in secondary and higher Education had lower levels of PR than their colleagues in primary education. University teachers are more depersonalized the School teachers, being more significant in the original (Spanish) studies and congruent with caring professions. Most of the contributions, with the SB, were made in Spain. In Perú, Cornejo et al. [3] investigated this syndrome and motivation in teachers, University students and nurses [4] in Huancayo.

In Research on the Burnout Syndrome, Gil- Monte and Peiro [2] summarize that men score higher in depersonalization than women; the older they are, the less SB they express; marital status, type of contract, seniority in the position and in the profession, experience SB; and the more active, the less frequently the report it. Maslach and Jackson [1] in their Spanish studies, each group seems to stand out in something specific, thus teachers have -0.00 in CE, -0.38 in DP, and 0.22 in RP. San Juan et al [5] found a negative correlation between SB and the dimensions of the social work climate. In Jerusalem, Tatart et al [6] noted frequent Indicators of SB in the School environment. Dean et al [7] in secondary teachers, average level in burnout factors.

Other studies relate SB to sociodemographic variables, thus Griffit et al [8] in London teachers noted that job strain acts autonomously, as does older age, gender, social class, occupational level and affectivity; rather SB was Associated with low social support.

In Perú, Cornejo and Pérez [4] elaborated a first Research with the MBI, establishing high reliability; for the CE scale:  $r=0.99$ . for DP:  $r=0.96$  and RP,  $r=0.79$ . In teachers of pedagogy and social work at the UNCP (Huancayo), they observed low levels of SB and absence of significance with the variables gender, job stability, length of service, level of studies, teaching category and marital status. Rivera [9], suggest a prevalence of occupational stress in health professionals, being more pronounced in nurses and technical workers. Ponce et al. [10] in students of several specialties of the UNMSM, observed the presence of SB and differences in some areas. Cornejo and Lazo [11], n nurses from Huancayo emphasize the absence of SB Indicators and high levels of motivation. In Lima, Sanchez and Reyes [12] in teachers, indicate affective-dynamic traits of normality.

In Research on motivation in Cuba, Rodriguez et al. [13] observed low levels of motivation in nursing students. León and Rivadeneyra [14] point out that there is no “national work in areas of such importance as motivation and emotion”. Even so, the Study on the motivational profile emerged. Cornejo [15, 16, 3], in Huancayo teachers, 72% reported emotional stability, high level of achievement and low levels of power and affiliation, and in Centromin-Perú staff workers, results similar to those of the previous group. Alvarez [17] reported that the longer the service time, the higher the satisfaction of toll professionals in Lima, while drivers and toll collectors showed dissatisfaction. Confirms the impact of intrinsic factors on satisfaction. Vidalón [18]

average attitudes and motivation in teachers and Treneman [19] favorable motivation in professionals and non-professionals. Palma [20], average level of motivation and absence of differences according to sex, but not in the time of service and occupation in University workers. Cornejo and Pérez [4] suggest high values in the three types of needs in University teachers. In the city of Ica, it is likely that secondary School teachers are not exempt from presenting signs Associated with this syndrome and problems related to motivation and Psychosocial Indicators of QOL.

**Problem:** What is the relationship between SB and the types of motivation of secondary School teachers in the city of Ica? What is the relationship between SB, types of motivation and Psychosocial Indicators of QOL in secondary School teachers in Ica?

This Research is relevant because it aims to identify the existence of SB secondary School teachers in the city of Ica. To explain the Association of this syndrome with motivation and Psychosocial Indicators of QOL and to determine the characteristic profile of these secondary School teachers in the southern part of the country.

**Hypothesis:** The lower the levels of SB, the higher the levels of motivation of teachers. Likewise, these values would show similarities according to gender and type institution. Teachers with high scores on the SB would show inadequate levels on the psychosocial Indicators of QOL.

The aim of this study was to explain the relationships between SB and the types of motivation in secondary School teachers in the city of Ica. To identify the incidence of SB and characterize the types of motivation in these teachers. Specifically, to evaluate the relationship of sociodemographic variables according to gender and type of institution with the variables: SB, types of motivation and Psychosocial Indicators of QOL.

## 2. Material and Methods

It employs the correlational method to study the characteristics of two dependent variables (SB and motivation) and their relationship with psychosocial indicators of QOL. The design is descriptive and comparative. From the population of secondary school teachers in the city of Ica, an equivalent representative sample of males and females was taken as a judgment criterion. The sample size is accidental, corresponding to 40 participants, in equal proportion of males and females from the following secondary schools: San Luis Gonzaga National School and Antonia Moreno de Cáceres National School, whose average age was 36 years old. In both schools, there is a higher proportion of married people with children, in which the years of service vary, with an equal proportion of appointed and contracted staff at CSLG and more appointed staff at CAMC. The instruments used were:

Maslach Burnout Inventory (MBI) in the Maslach and Jackson version [1]. It is a scale consisting of 22 items to be answered in 6 alternatives according to the Lickert gradation This scale measures three factors:

- a) Emotional exhaustion (EQ). Its items describe the feelings of a person emotionally exhausted by the work itself.
- b) Depersonalization (DP). The items describe an impersonal and cold response to the recipients of the professional's services or care.
- c) Personal fulfillment (PR). Contains items describing feelings of competitiveness and success in one's own work with people.
- d) This instrument has a high degree of reliability in each of its scales (CE,  $r = 0.99$ , DP,  $r = 0.56$  and RP,  $R = 0.79$ ), as found by Cornejo and Pérez [4].

Motivational profile, in the brief version, adapted by Steers and Braunstein (Robbins) [21], consists of 15 items to be answered in 5 alternatives according to the Lickert gradation. This scale measures the types of motivation according to McClelland's model [22].

- a) Need for achievement (nL). indicates the urge to excel, to have achievements related to a set of norms and patterns, to strive for success.
- b) Need for power (nP). indicates the need to make others behave in a certain way differently from how they would have acted naturally, and to influence others.
- c) Need for affiliation (nA). It measures the desire to have friendly and close relationships with others, to have taste and ability in social contact.

Like the previous instrument, this questionnaire also presents a high degree of consistency established by Cornejo and Pérez [4], in each of its scales (nL,  $r = 0.99$ , nP,  $r = 0.99$  and nA,  $r = 0.99$ ).

Questionnaires of psychosocial indicators of quality of life. This instrument contains three sections, which were adapted for our reality from the material presented by Blanco [23]. The first section contains 8 items, the first three of which inquire about married life and the others about the family. It is a scale to be answered according to the Lickert scale. The second section includes three other items, the first relates to the nuclear family, the second to friendships and social life, and the third to the self and the use of free time. It is designed to measure through the semantic differential. The seven-choice connotative rating is evaluated from a series of concepts in dichotomous alternative of satisfaction and dissatisfaction. The third section measures leisure activities on weekdays and weekends. It includes 24 activities.

Regarding the procedure: The instruments in terms of content and formal aspects were adapted for their application. They were applied as a group, for which purpose the directors of both schools were asked to receive a lecture on human relations, and in this circumstance, it was possible to collect the information and whose data were rated according to averages and percentages. The data were subjected to hypothesis testing by student's t-statistic at 0.05 significance.

### 3. Results

Here are the results of the application of the instruments to the samples of Ica teachers. The data are expressed in mean scores and % and the hypothesis test according to student's t-

test, according to the factors of each variable. Due to the similarity of the sample according to gender, the data were grouped and are presented in a general way.

#### 3.1. Burnout Syndrome in Secondary School Teachers in Ica

Table 1, indicates that the teachers, present very low and low averages in emotional exhaustion (EE) and depersonalization (DP), which reflect the absence of BS. In the personal fulfillment scale (PF) they reach high and very high averages, indicating that they have feelings of competitiveness and success in their own work with their students and colleagues. The t-test indicates differences at 0.05 in SB factors.

Table 1. X of Burnout Syndrome in Ica's teachers.

LEVELS	CE	DP	RP	“t”
	X	X	X	
1 VERY LOW	29	33	3	
2 LOW	8	3		
3 MEDIUM	4	6		
4 HIGH			7	
5 VERY HIGH			24	
X	4.2	4.2	3.2	

-  $P \Rightarrow 0.05$ .

#### 3.2. Motivation Profile of Secondary School Teachers in Ica

Table 2 shows the averages of the results of the motivation profile according to McClelland in the sample of teachers.

Table 2. X of the Motivation Profile of Ica teachers.

LEVEL OF MOTIVATION	nL	nP	nA	“t”
	X	X	X	
1 VERY LOW	3	5	4	
2 LOW	5	3	2	
3 MEDIUM	8	15	13	
4 HIGH	6	11	18	
5 VERY HIGH	17	5	3	
X	3.9	3.9	4	

-  $P \Rightarrow 0.05$ .

Most of the teachers evaluated showed a very high average in the nL, a high level in the nA, and medium levels in the nP and affiliation. It is possible to infer from these findings that these teachers are generally successful in their academic performance and also like to maintain satisfactory social relations with their disciples and exercise their personal resources to influence others, thus denoting leadership behaviors. The t-test indicates differences at 05 in the motivational profile factors.

Table 3. Averages and Student's t-tests for SB and motivation levels.

LEVELS	S OF BURNOUT	MOTIVATION	“t”
	X	X	
1 VERY LOW	65	12	
2 LOW	11	10	
3 MEDIUM	10	36	
4 HIGH	7	35	
5 VERY HIGH	24	25	
X	3.9	3.9	

-  $P \Rightarrow 0.05$ .

### 3.3. Psychosocial Indicators of Quality of Life of Ica Teachers

The percentage results of the psychosocial indicators associated with marriage and family indicate that in relation to marriage, it is observed that the teachers show conformity with their partners. 48% stated that they never wished to marry another person, 53% stated that they never thought of getting divorced, only 18% thought of doing so sometimes and 8% quite often; conversely, 48% of teachers are satisfied with their marriage, but 18% feel dissatisfied. In general, it is possible to point out that teachers in Ica have a favorable psychosocial indicator for marriage and a satisfactory quality of life. Thus, it is possible to affirm that secondary school teachers in Ica who register low levels of SB, also have high levels of motivation and satisfactory psychosocial indicators of QOL.

## 4. Discussion

An empirical investigation such as the one proposed allowed, among other things, to verify the hypothesis, in the sense of the significant association between burnout syndrome, motivation and quality of life of teachers in Ica (Perú) and to determine the operationality of the SB concept, and to establish the internal consistency with a high level of the MBI and McClelland's motivation scale [22, 24].

As for the burnout syndrome, the initial concern of admitting the presence of BS in university teachers in the central highlands [13], was not corroborated by the statistical analysis and evidence that the interpersonal praxis of teaching work, does not generate in these teachers' climates of tension that could lead them to experience situations of emotional exhaustion and depersonalization, rather they maintain feelings of competence and success in working with their students. Similarly, it is possible that the type of teacher-student contact in view of a standard number of teaching hours does not trigger imbalances in interpersonal relationships. Facts that are also congruent with the needs for achievement, power and affiliation that they maintain at high levels. Thus, it is evident that teachers who meet desirable conditions in their teaching practice would point to an increase in teaching quality and in the QOL. The findings in Peru corroborate the studies of Dean et al [7], in other contexts, as well as those of Griffit [8] and Maslach and Jackson [1] that SB does not correlate with sociodemographic variables, but contradicts Gil Monte and Peiro [2] and Tatart et al. [6]. The type of culture, social characteristics and the different environmental conditions of the teachers would explain these differences. However, the socio-demographic variables, in relation to SB and motivation, do not present a significant association. It supports the findings of the Spaniards (Gil Monte and Peiro) [2], in the sense that age is not a predictor of emotional fatigue and probably, BS is more noticeable in teachers at primary and secondary levels, who spend more time with students, an assumption that certainly needs to be investigated and that opens a promising line of work in this regard. It supports the report of San Juan [25] in which he reports the negative correlation between BS

and the social work climate; as well as the findings of Griffit [8], there is no association between age, gender, occupational level and Burnout. In this study, socio-demographic variables are irrelevant variables to differentiate certain qualities linked to BS, motivation, and quality of life among participants, a fact that was also verified in a previous study (Cornejo and Pérez [3], Cornejo and Lazo [4] in Huancayo (Perú). It does not support the study of Rivera [9], who found presence of SB in health science professionals, and that of Ponce et al. [10] in university students. Undoubtedly, the findings in Ica support national studies, the low level of burnout in the teaching population and the minimal association with known sociodemographic variables.

The SB is a topic, apparently new in the educational reality of secondary school teachers and calls for further work in which other dependent variables such as attitudes, depression, resilience, empathy, etc. and others could be controlled, and to investigate in samples of professionals such as primary and secondary level educators, undergraduate and graduate level, health professionals such as doctors, nurses, policemen and housewives.

The contrasted findings confirm the value of culture and environmental variables that condition differentiation and, as a consequence, open the possibility of conducting cross-cultural research in the future.

Change in the aspect of motivation, it supports the studies of Vicuña [25] who did not find differences in the level of achievement between men and women and likewise, supports in part the studies of Cornejo (14-16) in secondary and professional teachers of La Oroya, that are characteristic the high levels of nL, low levels of nP and nA, and corroborates those of Mostacero [26] in workers of Trujillo and, [20] in university personnel in Lima, Alvarez [17], Treneman [19] in professionals and non-professionals in Lima, in university teachers in Huancayo, Cornejo and Perez [4] with high scores in the motivation factors, but different from the level of burnout in Cuban nursing students of Rodriguez et al. [13].

On the other hand, the low level of burnout and the high levels of motivation and quality of life of teachers suggest the need to have another look, not in pathology [27, 28] but in order to contribute to educational quality, to emphasize social psychology, specifically in the social psychology of education [29] and the modern trend in the behavioral sciences, to the use of positive psychology [30] as a model and an intervention strategy to strengthen and improve the desirable qualities and the QOL of the participants of the educational system with the design of prevention and promotion programs, not only in the field of health [31, 32] but also in the educational sector.

## 5. Conclusions

Secondary teachers present low levels of burnout syndrome and high scores on motivation (needs for Achievement, power, and affiliation).

There is a significant association between SB and motivation.

Socio-demographic variables (gender,) and type of educational institution, do not explain differences in both SB and motivation and psychosocial indicators of VC. It is relevant to assume a new approach based on positive psychology and the need to conduct cross-cultural and interdisciplinary research.

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