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RESEARCH ARTICLE

**EMOTIONAL EXHAUSTION, DEPERSONALIZATION AND PERSONAL FULFILLMENT IN
 UNIVERSITY ACADEMIC STAFF.**

**Sinuhé Estrada-Carmona, Gabriela Isabel Pérez-Aranda, Ana Karen Angulo-Gutiérrez, Amairani
 Guadalupe Cruz-Vela, Miguel Ángel Tuz-Sierra and Liliana Garcia-Reyes.**

Autonomous University of Campeche, Mexico.

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Abstract

The following article aimed to compare the Burnout Syndrome in 55 teachers. The sample consisted of 27 men and 28 women, from the faculties of Humanities, Nursing and Accounting and Administration of the Autonomous University of Campeche. The Maslach Burnout Inventory created in 1986 was used as an instrument, which measures three dimensions: Emotional Exhaustion, Depersonalization and Personal Realization. The data were analyzed with a student's "t" tests and a One-Way ANOVA. It was found that men experience more emotional exhaustion and depersonalization than women. Similarly, in the correlations between age, years of service in the faculty of the three faculties and the three dimensions of the instrument, it was found that at lower age and years of service, higher levels of emotional exhaustion and depersonalization are found. In similar investigations it was also observed that, when taking into account the age and age of the nurses and their relationship with the stressors, the sources of stress at work and the symptoms decrease as these variables increase (Ortiz, 1996). Finally, it was found that Nursing teachers feel personally fulfilled more than teachers from the School of Accounting and Administration.

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Introduction:-

Nowadays, when the effectiveness of a certain organization is going to be evaluated, aspects of wellbeing and occupational health have been included more prominently, since the consequences to this phenomenon, in the quality of working life and the state of health physical and mental, has consequences not only in the organization but also in society in general because the professions with the highest incidence in Burnout Syndrome are those that have direct and close contact with people (Gil-Monte, 2003).

In Patlán's (2013) article on the effects of Burnout quoted the WHO highlighting the importance of workers' health, since they represent half of the population worldwide and contribute the most to social and economic development of many countries.

Gil-Monte in 2009 cites in his article the European Agency for Safety and Health at Work that stress is the second most frequently reported work-related health problem, affecting in 2005, 22% of workers in The EU. According to estimates made in 2002, the problem cost the EU, then 15 countries, a minimum of 20,000 million euros per year in terms of lost time and healthcare costs.

Corresponding Author:-Sinuhé Estrada Carmona.

Address:- Faculty Of Humanities, Autonomous University Of Campeche, Mexico.

In the investigation of Thomaes, Ayala, Sphan & Stortti that they carried out in 2006, they considered that the Burnout Syndrome is a multicausal and highly complex phenomenon and it was found that there are personal components that increase the personal susceptibility:

1. Age: related to experience.
2. Sex: women can cope better with conflict situations at work.
3. Family variables: family harmony and stability maintain the necessary balance to face conflicting situations.

Other research found that the physical and emotional deterioration of professionals working in areas such as teaching, health, social work and emergency legal services, began to be conceived as a characteristic problem of the professions, a process resulting from interactive exchange between people, with their variables of psychological and individual nature, and the environment (Freudenberger in Camacho & Arias, 2009).

Then Ortega & Lopez (Loaiza & Peña, 2013) recorded some of the research that has been done by checking their presence in "managers, teachers, executives, lawyers, social workers, salesmen, but mostly people working in education and in the health sector".

There is not enough information regarding this topic, however, scarce research work suggests whether the burnout syndrome impacts the life and work of teachers. Later studies found that sources of stress are related to workload, time constraints, lack of institutional recognition and low salaries (Urquidi & Rodríguez, 2010).

The word "burnout" is a term that comes from the English language and its translation means to be burned or worn out. Over the years it has been used in different areas; for example, it was used to describe how athletes who worked hard training felt and did not achieve the results they expected or to refer to the effects of chronic drug abuse (Ayuso, 2006).

Subsequently, the author Selye (2006) was the first to show the physiological consequences that burnout syndrome brought experimentally. Similarly, the psychiatrist Freudenberger coined the term Burnout Syndrome in 1974 and describes it as "a sense of failure and an exhausted or worn out existence that results from an overload due to demands of energy, personal resources or the spiritual strength of the worker".

Montana & Moreno (2010) explain that the chronic stress that causes a demanding work environment, has as a secondary effect the Burnout Syndrome, and this not only affects the organizational context of the individual, but also extends to a personal level. Causing faults in the health of workers that affect their interpersonal relationships, inside and outside the workplace (Arís, 2009). And, in addition, they cause the individual to result in distancing behaviors and inappropriate attitudes towards the people he or she attends (Hernández, Dickinson & Fernández, 2008).

On the other hand Thomaes, Ayala, Sphan & Stortti (2006) describe the Burnout as a set of medical-biological and psychosocial symptoms, nonspecific that are developed during the work activity as a result of an excessive demand of energy.

For Maslach & Jackson (1997) the Burnout Syndrome indicates that the situation (family, social or work) has exceeded and its ability to adapt has been reduced and this leads to the symptoms of: emotional exhaustion, depersonalization and decreased personal fulfillment, which they use as a base and create an instrument to measure it. It is worth mentioning that the instrument created by this author was the one used for the development of this work.

The lack of personal fulfillment in the work is defined as the tendency of the professionals to be evaluated negatively, and in a special way that negative evaluation affects the ability to perform the work and the relationship with the people they serve. Emotional exhaustion is understood as the situation in which workers feel that they can no longer give more of themselves at the emotional level. Depersonalization can be defined as the development of negative attitudes and feelings, such as cynicism, towards the recipients of work (Gil-Monte, 2009).

Lopez in 2004 describes some behaviors and physical symptoms that occur frequently in people with Burnout Syndrome such as: nervousness, restlessness, difficulty concentrating and a low tolerance to frustration, as well as

headaches, insomnia, pain, gastrointestinal disorders, tachycardia, among others. This same author explains that this disease is not only the responsibility of the person who suffers it, but also institutions and companies have the responsibility to provide an optimal environment for employees to perform efficiently.

Regarding the behaviors that the employee has in the company, Carrillo, Gómez & Espinoza in 2012 tell us that individuals will have a deterioration in labor relations that causes different types of effects, such as the impoverishment of professional development, rivalry, individualism, repeated operational failures, demotivation and nonconformity.

According to Fernández & Barajas (2004), the globalization of the economy has led to a competition in the educational field, leading to fundamental changes in the processes of teacher training in response to the demands currently posed by educational policies, in order that they can compete nationally and internationally. These changes force teachers to develop skills that allow them to meet the needs that arise in the exercise of their functions, both with their students, and with the educational institution where they work. This is how teachers today have a dual role, as professionals and as members of the university community; the first refers to the task of their area of specialization, and the second to academic or administrative services that they must perform with respect to the department or as authority of the university which implies certain power and opportunities for participation in university decision-making (Marrau, 2004).

Gil's research in 2001 tells us that since 1995 in Spain, the Occupational Risk Prevention Law recognized the organization and organization of work as working conditions likely to produce occupational hazards, incorporating the need to diagnose and prevent risks psychosocial in order to eradicate them and offer healthier work environments.

Forbes (2011) in his article on Burnout describes a series of points that institutions or companies should pay constant attention to obtain the best performance of their employees, for example, the constant review of the goals to determine if they are realistic and achievable, labor security, strengthening social ties, among others.

Therefore, the purpose of this paper was to analyze if the Burnout Syndrome affects directly the emotional aspect of the teachers and the consequences that the population presented with respect to their work performance, since it is considered a very characteristic disease of the people who work in any labor sector, and appear when they have remained for a long period of time constant to situations of tension that generate a physical and emotional imbalance in the individual; As a consequence of this, the subject has serious repercussions not only in his work, but also in their personal life.

Methodology:-

Objective:-

Analyze the Burnout Syndrome in teachers of the Faculties of Humanities, Nursing, Accounting and Administration of the Autonomous University of Campeche.

Stage:-

The present work was carried out in 55 teachers, men and women, of the Autonomous University of Campeche, Mexico.

Participants:-

The sample consisted of 55 teachers from the Faculties of Humanities, Nursing, Accounting and Administration, aged between 29 and 61 years, 27 men and 28 women, and a range of years of services ranging from 2 to 27 years; the average in the ages was 44.74 and the average of the years of service is 13.20. The subjects are distributed in 22 teachers of the Faculty of Humanities, 16 teachers of the Faculty of Accounting and Administration and 17 teachers of the Faculty of Nursing.

Table 1:- Ages and years of service of the participants.

Statistical descriptions			
	Mean	Standard deviation	N
Age	44.74	8.07088	54

Years of service	13.20	7.68331	54
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Instrument:-

The Maslach Burnout Inventory created in 1986 was used with a Cronbach alpha of .812, composed of 22 affirmations of which 17 items were chosen, divided into three dimensions: a) Emotional exhaustion: 1, 2, 3, 6, 8, 13, 14, 16 and 20. b) Depersonalization: 5, 10, 11, 15 and 22. c) Personal accomplishment: 9, 18 and 19. It is a Likter scale and the ranges go from 0 to 6 (being 0 = Never and 6 = every day).

Table 2:-Reliability of Maslch's Burnout Inventory.

Reliability statistics.		
Cronbach's alpha	Cronbach's alpha based on the typified elements	N of elements
.812	.813	17

An identification card was designed to collect personal information from teachers: age, sex, type of place, and years of service; with the objective of knowing what factors intervene in the Burnout Syndrome.

Procedure:-

The topic and the population were chosen, then three trades were drawn up for the direction of the Faculty of Humanities so that the director could sign them and they could be delivered to the selected faculties, so that they would allow us to apply the instrument to the teachers.

Once the trades were signed, they were delivered to the corresponding faculties' addresses. In the School of Accounting and Administration, we spoke with the Coordinator of the Accounting Career, who offered to apply them to teachers.

Meanwhile in the Faculty of Medicine, the coordinator asked for the project to be approved, so the faculty was changed, choosing the Faculty of Nursing. After that, the president of the academy summoned us in an academy meeting to be able to apply the questionnaires to the teachers who attended.

We thanked the administrative and teaching staff who helped us in the application of the instrument and then the analysis of the results obtained.

Results:-

The results obtained from the responses of the subjects will be described.

Table 3:- ANOVA analysis for the comparison between the faculties.

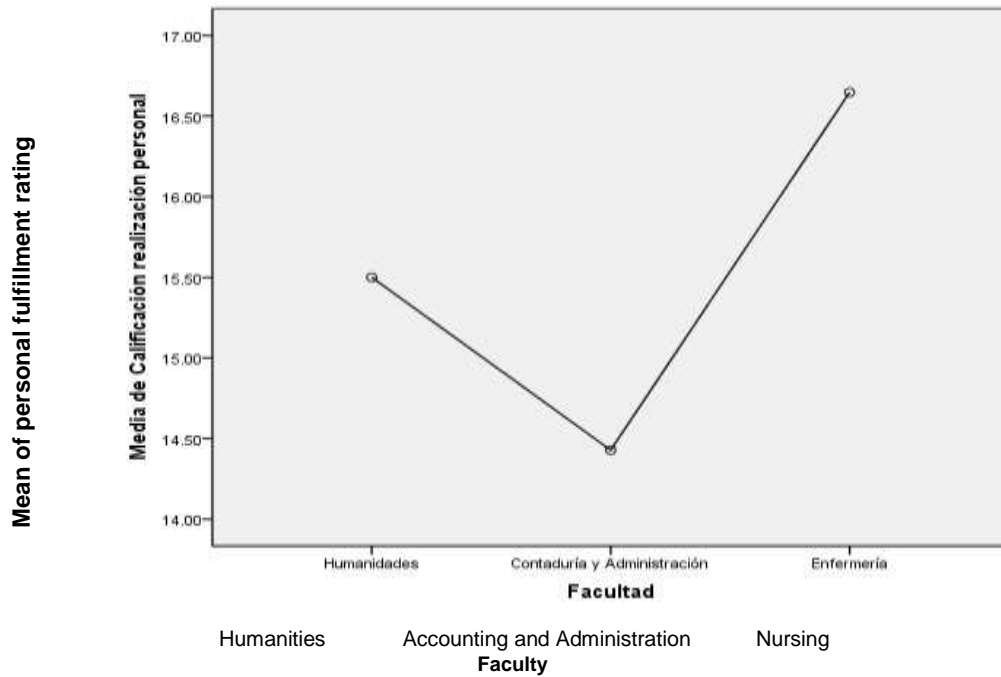
		N	Mean	Standard deviation
Emotional exhaustion rating	Humanities	22	14.7727	6.63994
	Accounting and Administration	16	15.3750	9.22948
	Nursing	17	12.0000	10.65364
	Total	55	14.0909	8.74595
Depersonalization rating	Humanities	22	2.2727	2.39408
	Accounting and Administration	16	4.3750	4.33397
	Nursing	17	2.3529	2.73727
	Total	55	2.9091	3.25049
Personal fulfillment rating	Humanities	22	15.5000	2.26253
	Accounting and Administration	14	14.4286	2.73761
	Nursing	17	16.6471	2.37016
	Total	53	15.5849	2.53008

Table 3 shows the means and the standard deviations in the dimensions between the Faculties of Humanities, Accounting and Administration and Nursing.

Table 4:- POST HOC test.

Dependent variable	(I) Faculty	(J) Faculty	Mean difference (I-J)	Standard error	Sig.
Personal fulfillment rating	Accounting and Administration	Humanities	-1.07143	.83016	.407
		Nursing	-2.21849*	.87635	.038

Table 4 shows that there is a significant difference in the dimension of personal fulfillment, only between the Faculty of Accounting and Administration and the Faculty of Nursing.



Graph 1:-Means of the Faculties in the dimension of Personal Fulfillment.

The graph shows a significant difference in this dimension between the Accounting and Administration and Nursing faculties.

Table 5:-Comparison of the three dimensions between men and women.

	Sex	N	Mean	Standard deviation
Emotional Exhaustion rating	Men	27	16.4815	9.66107
	Women	28	11.7857	7.20266
Depersonalization rating	Men	27	4.0370	3.71568
	Women	28	1.8214	2.31026
Personal Fulfillment rating	Men	26	15.1923	2.85684
	Women	27	15.9630	2.15695

In table 5 we can observe the differences between the means of men and women in the three dimensions.

Table 6:-Results of the T test for equality of means.

	t	Gf	Sig. (bilateral)	Mean difference
Emotional exhaustion rating	2.049	53	.045	4.69577
Depersonalization rating	2.666	53	.010	2.21561
Personal fulfillment rating	-1.111	51	.272	-.77066

Table 6 shows the significant differences in the population with respect to the ratings of the three dimensions.

Table 7:-Results of correlations between dimensions, years of service and age.

	Years of service	Emotional exhaustion	Depersonalization	Personal Fulfillment
Age	.529**	-.395**	-.466**	.258
Sig	.000	.003	.000	.065
n	53	54	54	52
Years of service	1	-.233	-.372**	.261
Sig		.090	.006	.062
n		54	54	52
Emotional exhaustion		1	.557**	-.321*
Sig			.000	.019
n			55	53
Depersonalization			1	-.362**
Sig				.008
n				53

**Correlation is significant at the 0,01 level (bilateral).

* Correlation is significant at the 0,05 level (bilateral).

Table 7 shows the significant correlations between age, years of service and the three dimensions of the subjects.

Discussion:-

Based on the results obtained by the three faculties, significant differences were found in the means between the Faculty of Nursing and Accounting and Administration in the dimension of Personal Realization, which means that the faculty members of the Faculty of Nursing feel personally fulfilled than the teachers of the School of Accounting and Administration. However, no significant differences were found between Accounting and Administration and Humanities, this means that the teachers of these two faculties feel the same in terms of Personal Achievement. In general, the total population of teachers obtained low grades in terms of the dimension of Personal Achievement; These low personal achievements, Escribà, Artazcoz & Pérez (2008) explain in their study that they are influenced by extrinsic factors related to the general organization of work, which are integral elements of job satisfaction.

According to the research of Aldrete, Preciado, Franco, Pérez, & Aranda (2008) in men, the content and performance of tasks behaves as a risk factor to present depersonalization. Like the results we obtained, men obtained higher means in the dimensions of emotional exhaustion and depersonalization compared to women; whereas in the dimension of personal fulfillment no significant differences were found between men and women. These same authors explain that these differences may lie in the fact that teaching practice is related more as a female profession.

In the correlations between age, the years of service in the teachers of the three faculties and the three dimensions of the instrument, the significant data showed that at higher age and years of service, the subjects show less emotional exhaustion and less depersonalization; whereas at younger ages and years of service, higher levels of emotional exhaustion and depersonalization are found. In similar investigations it was also observed that, when taking into account the age and age of the nurses and their relationship with the stressors, the sources of stress at work and the symptoms decrease as these variables increase (Ortiz, 1996). On the other hand, in the results of the investigations carried out by Albaladejo, Villanueva, Ortega, Astasio, Calle & Domínguez in 2004, they show the opposite, since age was not related to any of the variables they studied but they were obtained statistically significant differences type of contract; since when it comes to younger subjects with less time in the workplace are less susceptible to Burnout syndrome (Bustanza, Lopez, Carrillo, Vigil, Lucas & Baker in Albaladejo, et al., 2004).

It is also observed that the teachers who are more emotionally exhausted, obtained high depersonalization scores and low personal achievement scores; while teachers with low scores of emotional exhaustion and depersonalization obtained high levels of personal fulfillment. Similar studies by Pines & Maslach (in Álvarez & Fernández, 1991) point out that health professionals try to find a balance between their capacity for patient care and the demands placed on them; when these exceed, then the pressure of assistance contributes powerfully to emotional exhaustion and depersonalization appears. On the other hand, in the study carried out by Aldrete, et al., (2008) they also found that the dimension with the greatest affectation was emotional exhaustion. On the other hand, the high levels of personal fulfillment in the subjects, is not related to their age and years of service.

Conclusions:-

It is considered necessary to carry out studies on this subject in a population where teachers from different universities are found, to compare the results found in this research and to know if these patterns happen only in the chosen sample or is a problem that affects teachers university students, since educational and teaching quality is spoken of as a fundamental principle for the education of students, however, in practice it often seems impossible to achieve the desired parameters in both teaching and learning; therefore it is necessary to study different variables that impact the performance of teachers; Bournout syndrome is one of them. Likewise, the results can be used to create preventive programs that favor the teaching-learning process and the personal development of the teachers.

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