

# **BURNOUT SYNDROME AND TEACHING PROFESSIONAL PERFORMANCE: A REVIEW OF THE SCIENTIFIC LITERATURE, 2015 - 2020**

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**Abstract:** The objectives of this study are to know how burnout syndrome influences teaching professional performance, through a systematic review between 2015 and 2020. For this purpose, several articles published in very important databases are used such as: Scopus, Scielo and Ebsco. This analysis allowed the collection of 65 original articles, which were sorted in a database. Of these documents, eligibility bases were applied, with 15 items effective for the study. Articles with language were included in English, Spanish, Korean and Portuguese. The countries from which the final articles were obtained were Spain, Brazil, Argentina, Colombia, Mexico, Poland, Dominican Republic, Ecuador, Peru, etc. The results agree that stress is one of the main predictor reasons for burnout syndrome and will have an impact on teachers' job performance as their daily work involves working with people.

**Keywords:** Burnout, performance, teacher, professional, systematic review.

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## **INTRODUCTION**

In every teaching-learning process there are two key subjects, the one who teaches and the one who learns. In order for this process to succeed and achieve meaningful and quality learning, it is essential that both subjects enjoy certain physical, psychic and emotional health

which allows them to interact and progress in an appropriate way. In order for the teacher to carry out his task effectively, he must feel at ease with it, that he perceives it useful, and that he has the necessary skills, skills and abilities; however, within the problems that have affected the teaching sector in recent decades, the increase in people suffering

from burnout syndrome (prevalence) and the decrease in *the professional* performance of teachers has become relevant, thus diminishing the health and capacities of those affected. Thus, according to the World Health Organization (2019), it informs us that:

Work stress is one of the most common diseases of the 21st century. There are approximately 1,9000 heart attacks per year in Mexico, caused by this problem. The same data show that they represent losses between 0.5% and 3.5% of countries' Gross Domestic Product (GDP), according to figures released by the International Labour Organization (ILO). The same report mentions a survey conducted by the Mexican Social Security Institute (IMSS) released that Mexico ranks first with the highest percentage of work-related stress globally; this situation results in losses ranging from \$5 billion to \$40 billion a year.

On the other hand, Malander(2016) states that:

Factors for natural reasons predict significantly and only the dimension of emotional exhaustion. Individuals most satisfied with their task, with

greater motivation and self-realization are less likely to suffer and develop The Syndrome. The only sociodemographic and labor variable that significantly predicted burnout was age. Younger teachers showed a tendency to suffer from The Syndrome.

Likewise, Silva et al. (2018) manifest as follows:

It visualizes integration between burnout and depression, having strong and positive reciprocities with emotional fatigue, detachment and dehumanization, suggesting the mutual predominance of one situation over the other, as well as a negative correlation between depression and personal realization, indicating that greater conformity with work, establish the least chance of increasing depression. It can also be said that teachers with burnout syndrome may also show depression; in addition, factors such as age can decrease the likelihood of developing emotional detachment and longer periods of profession and activity in

a school could minimize the opportunity to develop depression. Research into burnout, depression and personal and organizational characteristics clarified the relationships between these variables, contributing to a better understanding of teachers' mental health circumstances.

This can also be corroborated by what it points out, Gallardo-López et al. (2019) defines that:

Today there is a period of accelerated changes and phenomena such as globalization, demographic transformation, the collision of new technologies and changing working relationships in the labor markets that surround us and are psychologically influencing people's professional lives. As a result, jobs change, and with them also change the demands and pressures that have to be confronted regularly. The fact that many people develop symptoms of so-called burn-out or burn-out emphasizes the need to seriously obtain psychosocial factors that

work in the work sector. Burnout has the following meaning verbatim "burned" and relates, when it comes to work stress, to describe an environment of total exhaustion or fatigue. As a result, it is physical, mental and emotional wear and tear that can result in job leave, standing up the job, or total incompetence to return to work.

On the other hand, Usán & Salavera (2020) considers that:

Education is a fundamental fact in the social process and one of those that faces many challenges. Teachers are the fundamental basis of instruction and play a decisive role in the processes of instruction and education. The essential variables in this case are job training and performance, training strategies, resources and the ability to motivate students. The conditions that arise in the context and responsibility of the work, as well as the personal traits, turn out to be passages often of tiredness and exhaustion. In such consideration it is considered that teachers are mainly prone to being

vulnerable, physical problems such as headaches and mental health problems such as impatience, stress and depression, they also face behavioral problems that lead to medical licenses which results in lack of responsibility and even absenteeism. Therefore, the variables studied in this research are the burnout, commitment and orientations to goals of teachers, whose relationships will help us to know the psychological processes, precisely as their emotional satisfaction, keys to their perfect professional performance that affects the way they work and teaching their students in schools.

In this sense, our research question is to know what is the influence of *burnout syndrome* on the professional performance of the school teacher between 2015 and 2020?; therefore, our research objective is to know the *influence of burnout syndrome on the professional performance of the school teacher* through a systematic review between the years 2015 to 2020; since it is necessary to investigate the multiple difficulties of the world of work in relation to emotional exhaustion, *depersonalization* and low personal realization, today it is more than

necessary the interest of science in giving it emotional quality in the study of consciousness and the affective life of the teacher. For them, various published articles are used after full analysis according to research and study design.

### Methodology

This research corresponds to a systematic review of academic articles from 2015 to 2020 on *burnout syndrome and teaching performance*. This collection of information was done through intensive search in major scientific databases such as *Scopus*, *Scielo*, *Ebsco*, using search descriptors or keywords in Spanish such as: *Burnout syndrome*, *teaching performance* and *bornout*, and in English *Burnout syndrome*, *teacher performance* and *bornout*. This search was carried out taking into account essentially articles from indexed journals made in English and Spanish, which contained information related to the topic to be addressed, establishing as one of the criteria that could have qualitative, quantitative and / or mixed approaches. Hemanaged to identify 65 articles related to the subject, managing to obtain 15 scientific articles.

After performing the selection process according to the criteria of inclusion and exclusion exhaustivamente, these were reduced to 15 articles related to academic stress in university students, as shown in Figure 1, concerning the flow of unit selection of an analysis PRISMA. The process of encoding the selected data was carried out by moving these into a matrix, with respect to the

name of the article, year of publication, categories of our study variable, approach, type of research, study objective, population, sample studied, instrument applied, the study result and the contribution achieved (Table 1).

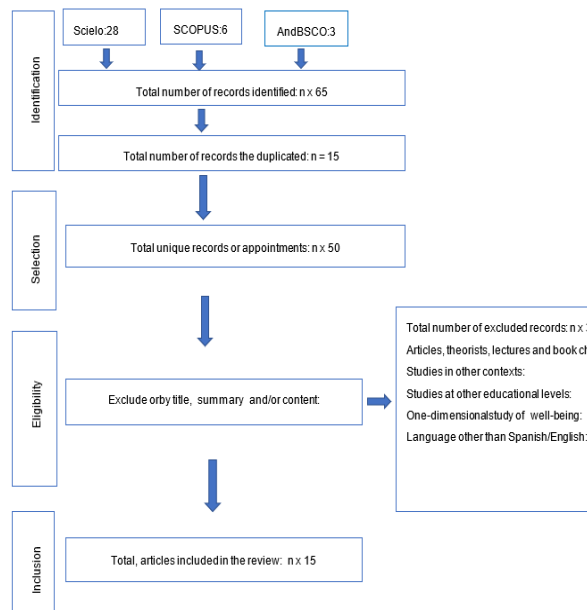


Figure 1. Prisma Adaptation

Table 1.  
Relationship of items chosen

	Author	Title	Country	Population and sample	Instrument	Type of research
1	(Quintero, 2020)	Depression symptoms associated with Burnout Syndrome and socio-working conditions of teachers of	Colombia	194 teachers	SCL-90-R to evaluate symptoms of depression, the Maslach questionnaire for Burnout, and a sociodemographic survey.	Quantitative

## RESULTS

After the process of encoding the selected data that was carried out, moving it into an array detailing the name of the article, author, year of publication, country of origin, enfoque and type of research, the population and sample studied, the instrument used to measure the variable *burnout syndrome*, the result of the study and the contribution achieved, the data were as follows (table 1):

		Envigado-Colombia Public Schools				
2	(Martín ez et al., 2017)	Burnout syndrome in teachers and their relationship to the learning of primary elementary school students of an official educational institution in Sincelejo (Colombia), 2016	Colombia	758 students and 25 teachers.	Revised Teacher Burnout Questionnaire (CBP –R).	Quantitative
3	(Usán & Salaver a, 2020)	Burnout syndrome, engagement and goal orientation in teachers from different educational stages	Spain	576 teachers from different schools, both men (No. 244; 42.36%) women (No. 332; 57.63%) between the ages of 21 and 65	Maslach Burnout Inventory – General Survey (MBI-GS), la Work Engagement Scale (UWES) y el Perception of Success Questionnaire (POSQ).	Quantitative
4	(Esteras et al., 2019)	Physical and mental symptoms	Spain	171 teachers working	Maslach Burnout Inventory (MBI), the	Quantitative

		logy associated with burnout syndrome in the 5 professional s of teaching		in schools (prescho ol, elementa ry, and ESO/hig h school).	Somatic Symptoms Scale–Revised (ESS-R), and the Symptoms Assessment–45 Questionnaire (SA-45).	
55	(Szemp ruch, 2018)	Feeling of professional burnout in teachers of secondary schools	Poland	315 teachers in the districts of Lublin and Staracho wice.	Survey	Cualitativ o
6	(Tomás et al., 2019)	Dominican Teacher Job Satisfaction : Work History	Dominic an Republi c	978 Dominic an teachers	Escala de Satisfacción Laboral Global (Overall Job Satisfaction; Warr, Cook, & Wall, 1979). Occupational Commitment Scale; Blau, 2009). Q-Labors Scale (Houses, Repullo, Lorenzo, & Cañas, 2002). Maslach-Forma Burnout Inventory General (Maslach Burnout	Quantitati ve

					Inventory-General Survey, mbi-gs; Schaufeli, Leiter, Maslach, & Jackson, 1996).	
7	(Romer o & Pepper, 2019)	Levels of burnout syndrome in teachers at an Ecuadorian university	Ecuador	62 professor s from the Faculty of Medical Sciences of the Autonom ous Regional Universit y of the Andes	Maslach Burnout Inventory (M.B.I.) (Maslash and Jackson, 1986)	Quantitati ve
8	(Cabell os et al., 2020)	Burnout levels and coping strategies in higher education teachers	Peru			Review article
9	(Martín et al., 2020)	Effective personality as a protective factor of teacher burnout syndrome	Spain	700 teachers	Questionnaire of Effective Personality- Adults (CPE-A) of Castellanos, S., Martín Palacio and Dapelo, B. (2012).	Quantitati ve
10	(Benite z et al., 2020)	Relationshi p between emotional	Mexico	17 teachers at Leona	Maslach Burnout Inventory (MBI- Ed) and the Trait	Quantitati ve



		intelligence and burnout syndrome Case study: Leona Vicario de Tejupilco Elementary School, State of Mexico		Vicario Elementary School	Meta-Mood Scale (TMMS-24) in their Hispanic versions.	
11	(Mendez et al., 2020)	Latent Profiles of Burnout, Self-Esteem and Depressive Symptomatology among Teachers Inmaculada	Spain	210 teachers	The first scale was Maslach's exhaustion inventory, the second scale was the self-assessment depression scale, and the third scale was Rosenberg's self-esteem scale.	Quantitative
12	(Gallardo-López et al., 2019)	Burnout syndrome analysis in early childhood, primary and secondary education teachers for prevention and treatment	Spain	1890 teachers	CBP-R questionnaire burnout scale	Quantitative
13	(Rodríguez et al.,	Teacher burnout syndrome	Mexico	Teachers at a Mexican	Life history, non-participatory	Qualitative

	2017)			high school	observation and interview, and as instruments: the questionnaire and the field diary	
14	(Silva et al., 2018)	Burnout and depression in elementary school teachers: a correlational study	Brazil	100 teachers from 2nd to 5th year.	Burnout Inventory - ISB; and the Patient Health Questionnaire - PHQ-9, the General Questionnaire - Teachers; or Specific Syndrome Inventory to identify depression.	Quantitative
15	(Malander, 2016)	Burnout Syndrome and Job Satisfaction in Secondary Level Teachers	Argentina	123 teachers from six privately run schools in the province of Misiones, Argentina.	Maslach and Jackson's Burnout Inventory; the Teacher, Gold and Main's Job Satisfaction Scale, and sociodemographic and labor variable indicators.	Quantitative

The provenance of the revised works were from Spain (Usán & Salavera, 2020;Esteras et al., 2019; Martin et al., 2020;Mendez et al., 2020; Gallardo-López et al., 2019);Colombia (Quintero, 2020;Martínez et al., 2017); Mexico (Castro-Benites & Runzer-Colmenares, 2019;Rodriguez et al., 2017); Poland (Szempruch, 2018);

Dominican Republic (Tomás et al., 2019); Ecuador (Romero & Pimienta, 2019); Peru (Cabellos et al., 2020); Brazil (Silvaetal., 2018); y, Argentina (Malandar, 2016).As you can see, it is in the country of Spain that more publkaions related tooour study objective have been found (Figure 2).

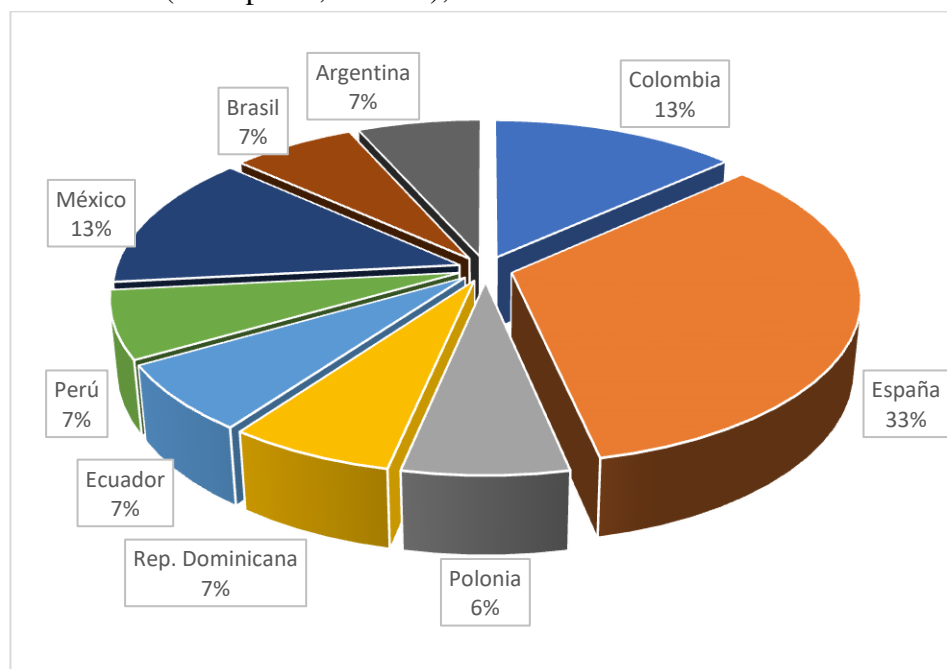


Figure2: Articles revised by country of origin

As for the instruments used to measure *Bornout's level of yes n drome* in teacher performance, they are most often, *the Bornout Inventory* conducted by Maslach (*Maslach Burnout Inventory – M.B.I.*) (Tomás et al., 2019;Romero & Pepper, 2019; Castro-Benites & Runzer-Colmenares, 2019;Mendez et al., 2020; Malandar, 2016);Quintero, 2020; Usán & Salavera, 2020; y, Esteras et al., 2019) (Figure 3).

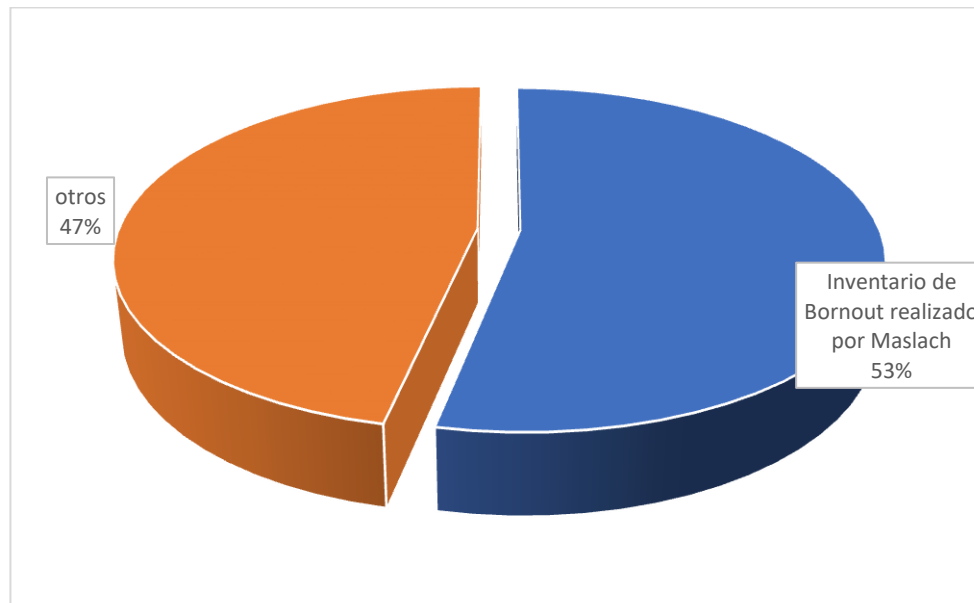


Figure 3: Instruments used in revised articles

The type of work of the revised articles have generally been quantitative in focus, with the exception of two qualitative focus work (Rodríguez et al., 2017; Szempruch, 2018) and a systematic review study (Cabellos et al., 2020)

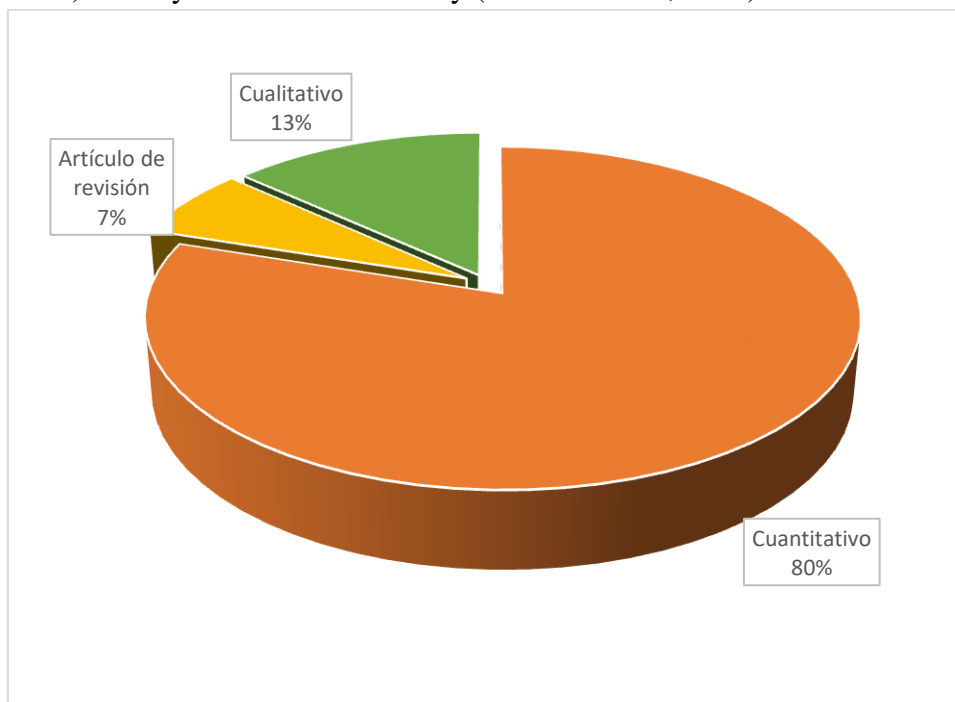


Figure4: Type of research in the revised articles

## DISCUSSION

Of the revised work, stress may be one of the main predictor reasons for *bornout syndrome* and will have an impact on teachers' job performance as their daily work involves working with people. This phenomenon manifests itself when the demands of the context exceed the individual's ability to confront them. The day-to-day maestro performs activities inside and outside the institution; it uses some of its free time to carry them out, which should be intended to rest and relax (Rodríguez et al., 2017). Likewise, low job satisfaction significantly predicts burnout and each of its dimensions. Intrinsic factors of job satisfaction showed to be the best predictors of *emotional fatigue*, *depersonalization* and *personal realization*. In this sense it can be inferred that individuals more satisfied with their task, with greater motivation and self-realization are less likely to suffer and develop the Syndrome (Malandar, 2016; Gallardo-López et al., 2019).

In this sense as expressed in the work of Romero & Pimienta (2019), the relevance of this study is underpinned by the need to delve into elements associated with the health of university teaching professionals in the current Ecuadorian educational context. Although the prevalence of the syndrome is low in the members of the teaching group of the study population, it is no less true that there are risk factors predisposing to an increase in its prevalence. This leads to consideration

from a preventive approach, the implementation of stress coping strategies, a precedent for Burnout Syndrome.

In this sense, the revised research agrees that teachers present Burnout Syndrome problems, in their different categories, such as depression problems, emotional exhaustion (Quintero, 2020; Martínez et al., 2017); in particular in the study of Martínez et al. (2017), where it presents as results quiet in the variable exhaustion and motion, "[...]students who have teachers with low or moderate scores get better scores than those with a high-exhausted teacher; (while) for the variable depersonalization, students' grades score better when teachers are low or moderate in this variable." In the work of Usán & Salavera (2020) it is observed that "[...]the orientation to the task presents a significant correlation with commitment and self-efficacy, and a negative correlation with exhaustion"; in that sense concludes that "[...]concludes that both forms of goal guidance have a positive effect on teaching engagement and help prevent burnout syndrome." The same can be seen in the work of Martín et al. (2020), where they have found significant relationships between all the dimensions explored, such as the positives with the personal realization dimension, as well as negative with the dimensions emotional exhaustion and depersonalization.

While many results of the revised work are true, they agree that teachers have burnout syndrome problems and

that they have an impact on job performance, and report a higher level of somatic and psychopathological symptomatology (Esteras et al., 2019); in the work of Cabellos et al. (2020) there was no significant relationship between Burnout and feelings of self-efficacy or teaching performance; emotional fatigue and occupational satisfaction. Therefore, "[...] The strategies to address the stress that teachers use are those focused on solving the problem, seeking help or social support and positive reevaluation." (Benitez et al. (2020) mentions that there is a null correlation between Emotional Intelligence and Burnout Syndrome in basic teaching teachers.

### Conclusions

In relation to our research objective it is to know which studies have been developed in relation to *burnout syndrome* in teaching professional performance; in relation to the multiple difficulties of the world of work in relation to *emotional exhaustion*, *depersonalization* and *low personal realization*. In this sense it can be concluded that stress is one of the main predictor reasons for *burnout syndrome* and that it will have an impact on the job performance of teachers since their daily work involves working with people. This phenomenon manifests itself when the demands of the context exceed the individual's ability to confront them. Likewise, low job satisfaction significantly

predicts burnout and each of its dimensions.

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