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BURNOUT SYNDROME IN PRIMARY SCHOOL
TEACHERS IN THE NEW MEXICAN SCHOOL:
CAUSES AND CHARACTERISTICS

SÍNDROME DE *BURNOUT* EN DOCENTES DE
PRIMARIA EN LA NUEVA ESCUELA MEXICANA:
CAUSAS Y CARACTERÍSTICAS



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BURNOUT SYNDROME IN PRIMARY SCHOOL TEACHERS IN THE NEW MEXICAN SCHOOL: CAUSES AND CHARACTERISTICS

SÍNDROME DE BURNOUT EN DOCENTES DE PRIMARIA EN LA NUEVA ESCUELA MEXICANA: CAUSAS Y CARACTERÍSTICAS

ABSTRACT

Teaching in elementary schools is full of intense moments; at times, there is an overwhelming surge of emotions. Furthermore, social interactions among all members of the school community result in behaviors that complicate the teacher's role. Working within the framework of the New Mexican School requires a significant commitment to the student's holistic development and a broad base of knowledge to implement the various elements proposed by the reform. The purpose of this study was to determine whether these factors contribute to the development of burnout. The goal was to understand why this condition occurs among elementary school teachers, identify its effects, describe its characteristics, and propose recommendations for addressing this issue.

Keywords: burnout, teachers, primary education, reform, causes, characteristics

RESUMEN

La actividad docente en las escuelas primarias está llena de momentos álgidos; en ocasiones se percibe un desborde de emociones. Asimismo, las interacciones sociales entre todos los miembros que concurren en los planteles dan como resultado comportamientos que complejiza el actuar del docente. El trabajo con la Nueva Escuela Mexicana requiere un importante compromiso con el desarrollo integral del estudiante y un amplio bagaje de conocimientos para materializar los diferentes elementos propuestos por la reforma. El sentido de la investigación fue identificar si estas acciones coadyuvan al desarrollo del síndrome de burnout. Esto, con el fin de comprender por qué se presenta esta situación en docentes de educación primaria, identificar sus efectos, enunciar sus características y proponer algunas recomendaciones para tratar con esta alteración.

Palabras clave: burnout, docentes, primaria, reforma, causas, características

1. INTRODUCTION

Currently, the dynamics within elementary schools—particularly at the primary level—are often fast-paced and multifaceted, changing rapidly from one day to the next. In addition to this, two major events have altered the perspectives, routines, actions, and ways of thinking of primary school teachers. The first was the COVID-19 pandemic, and the second was the introduction of the New Mexican School.

The pandemic was undoubtedly an event that remains vivid in the memories of many people, continuing to have a significant impact on our present. On the other hand, the New Mexican School presents itself as a major challenge and process of transformation that, to date, continues to generate controversy, differing opinions, and, in some cases, resistance. Perhaps this is due to the many tasks a teacher faces in the classroom—some related more to administration than to pedagogy, while others have to do with the school's organization in social, personal, educational, and political terms.

Any teacher knows that the classroom is a dynamic environment, even if it doesn't always seem that way to a casual observer. Recent data has shown that teachers can have as many as a thousand personal interactions per day (Jackson, 2001). Burnout is a syndrome characterized by emotional exhaustion, depersonalization, and low personal fulfillment. It is a type of prolonged response to chronic emotional and interpersonal stressors at work. It is characterized by a progressive loss of energy, exhaustion, fatigue, the development of negative attitudes, as well as a tendency to evaluate oneself negatively (Martínez Royert et al., 2017).

Social pressure exerted by the media, legal loopholes regarding certain allegations, constant demands from parents, the authorities' failure to recognize teaching as a public profession, overcrowded classrooms, bureaucratic hurdles in accessing certain services, and the mismatch between salary and educational qualifications—these are some of the obvious factors that elementary school teachers must contend with. Added to all these factors are personal situations that stir emotions, motivate, provoke certain attitudes, generate concerns, and alter behavior. For example, family, relationships, health, children, and social life.

The development of this syndrome is characteristic of professionals in the fields of education and healthcare, often leading to physical and mental exhaustion, with symptoms such as apathy, irritability, aggression, difficulty concentrating and memorizing, anxiety, depression, anorexia, and sleep, sexual, digestive, cardiovascular, metabolic, and gastrointestinal disorders. Additionally, they experience feelings of worthlessness, guilt for not performing their work correctly, difficulties coping with each workday, emotional detachment from friends, family, and students, and conflictive relationships with others, among other issues (Martínez Royert et al., 2017). Despite the availability of relevant information regarding this syndrome and medical research describing its characteristics, there is a lack of a recent study conducted among elementary school teachers in Mexico City that provides information regarding its prevalence, causes, characteristics, impact, and support options.

2. METHOD OF RESEARCH

The research employed a mixed-methods approach and, in terms of its temporal scope, was a retrospective study, as it utilized a phenomenological methodological approach supported by descriptive statistics with simple frequencies and a hermeneutic approach for expressive interpretation, as well as a narrative approach to certain events. The study population consisted of 280 classroom teachers distributed unevenly across 20 different elementary schools—including those with morning shifts or extended school days—located in the northern part of Mexico City, who were administered the *Maslach Burnout Inventory* (MBI) questionnaire. From the population considered for the study, a non-probability sample was selected, and these participants were administered a semi-structured interview.

2.1. Maslach Burnout Inventory Questionnaire

This instrument was developed in 1982 by psychologist Cristina Maslach of the University of California, Berkeley, and psychologist Michael P. Leiter of Acadia Scotiaque University in Wolfville, Nova Scotia. The questionnaire consists of 22 items in the form of statements regarding the professional's feelings and attitudes toward their work and toward students. The objective was to assess professional burnout by considering three subscales: exhaustion or emotional exhaustion, depersonalization, and personal fulfillment. This questionnaire measures the frequency and intensity of experiencing burnout (Saborío Morales & Hidalgo Murillo, 2015).

2.2. Theoretical framework

Several studies have highlighted the significance of burnout syndrome today. In the field of education, it is important to conceptualize what stress is from the perspective of response-based theories. According to Zavala Zavala (2008):

The term "stress" is divided into eustress (or eutress) and distress. Stress is the positive adaptive response to threatening situations, whereas distress refers to the failure of this adaptation, which manifests itself in the individual as negative feelings. (p. 68).

On the other hand, Rodríguez Ramírez et al. (2017) defined stress as a complex condition involving stimuli and responses mediated by psychological processes, since stress is fundamentally caused by overexertion resulting from modulating variables and is associated with personality traits, demographic factors, gender, age, and so on. In this sense, stress can be defined as a set of specific relationships between the individual and the situation, which the individual perceives as something that strains or exceeds their own resources and jeopardizes their

personal well-being. In summary, stress is the psychological and physiological response to the demands of one's environment that exceed the individual's capacity to cope; consequently, a psychophysical imbalance is created.

Meanwhile, in a work-related context, work-related stress can be defined as an individual's reaction to job demands and pressures that exceed their knowledge and abilities, thereby testing their capacity to cope with the situation. Stress tests an individual's ability to cope with their work, and it includes not only situations where work pressure exceeds the worker's capacity to handle it, but also cases where their knowledge and abilities are not sufficiently utilized, which poses a problem for the worker (Leka et al., 2004).

According to Kyriacou (2003), teacher stress can be defined as the experience of negative and unpleasant emotions—such as anger, frustration, anxiety, depression, and nervousness—that result from some aspect of a teacher's work. On the other hand, the concept of burnout was coined and incorporated into the field of occupational psychology (Zavala Zavala, 2008). It is also known as occupational burnout syndrome, emotional exhaustion syndrome, professional burnout syndrome, and other similar terms.

Similarly, burnout is defined as “a process that occurs among professionals who work with people, or whose work involves people” (Zavala Zavala, 2008, p. 71). In general terms, according to Tabares-Díaz et al. (2020, p. 265), burnout syndrome can be conceptualized as “a phenomenon that includes emotional exhaustion, depersonalization, and reduced personal fulfillment, generating multifaceted consequences on the physical, psychological, social, and occupational levels.”

On the other hand, we have the concept of stimulus-based theories, according to Zavala Zavala (2008), who classified psychosocial and biological stressors as the factors responsible for producing a specific syndrome. Taking this into account, psychosocial stressors are characterized as external environmental stimuli, which depend on the individual's cognitive interpretation to become sources of stress. In contrast, biological stressors are associated with biochemical or electrical changes in the body. For example, biological stressors can include certain stimulants consumed in the sociocultural context, such as coffee and tobacco; and environmental stressors, such as noise and other types of conditions in the physical environment.

On the other hand, Blázquez-Manzano et al. (2022, p. 80) noted that burnout is a response to a type of work-related stress, specifying that it arises in occupations involving ongoing interaction with people. This syndrome occurs most frequently in caregiving roles, where there is closer personal contact or emotional exposure; these characteristics are present in teaching. Therefore, this makes it a *high-risk profession*. In this regard, burnout syndrome is characterized by three dimensions: a) emotional exhaustion; b) a sense of low personal fulfillment; and c) the presence of high levels of depersonalization.

The first dimension pertains to exhaustion, in which the individual feels they lack both physical and emotional resources. The second dimension, on the other hand, focuses on self-efficacy and refers to feelings of incompetence in achieving goals. These feelings intensify when there is a lack of material resources or social support. Finally, the third dimension relates to depersonalization, as it involves an interpersonal component and represents insensitive or apathetic behavior toward others.

Given the above, negative physical and psychological consequences arise, which are beginning to be viewed as normal, as there is a lack of experts to warn of the dangers of burnout syndrome (Zavala Zavala, 2008). It is important to recognize how burnout syndrome arises. The first stage is exhaustion, when a person feels drained, unable to cope with the demands of work, and this causes them to stop associating positive feelings with their job. Gradually, they seek to reduce certain emotional outlays by resorting to general, routine approaches, since personalized solutions require a higher level of empathy and personal connection.

As noted by Blázquez-Manzano et al. (2022), social support is a fundamental variable, as it allows people to share intimate feelings or work-related concerns and receive affection. Therefore, social support is understood as the bonds and assistance that a group of people provide to one another. This enables individuals to better cope with stressful events. In other words, it allows us to conceptualize it as an exchange of social goods and resources that improve a person's emotional state, as they strengthen their connection to a specific group and provide positive feelings of acceptance. Likewise, social support emerges as a variable that positively impacts coping with illness and the health of individuals once the illness has manifested (Zavala Zavala, 2008).

It is important to note that emotional exhaustion manifests itself as tiredness or fatigue. This can manifest physically, psychologically, or through a combination of both (Rionda-Arjona and Mares-Cárdenas, 2012). On the other hand, depersonalization is understood as the development of negative feelings, attitudes, and responses. These lead to detachment and coldness toward others. In other words, it causes irritability and a loss of motivation. Finally, personal or professional fulfillment is a feeling that arises when one realizes that demands exceed one's ability to meet them competently.

3. RESULTS

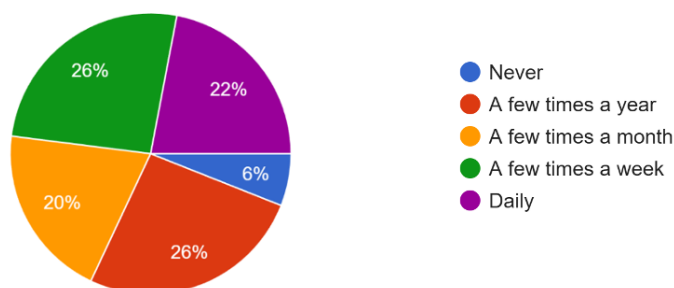
The MBI questionnaire was administered in 20 elementary schools—including those with morning sessions or extended school days—located in the northern part of Mexico City. A total of 200 teachers participated. The largest age group among the teachers who completed the questionnaire was 42 to 47 years old, representing 24% of the participants. On the other hand, the smallest age group was 59 years or older, accounting for 4% of the participants. Ninety-two percent of the study sample were women, and 8% were men.

Based on the data collected, it was found that a large portion of the surveyed population frequently feels exhausted at work. This does not mean that they are experiencing burnout. However, it is an important indicator of

a symptom linked to intellectual, mental, or emotional exhaustion or fatigue, rather than physical exertion. It is important to consider that teaching is a social profession where a wide range of emotions converge with students, faculty, administrators, parents, and even teaching materials (Figure 1).

Figure 1

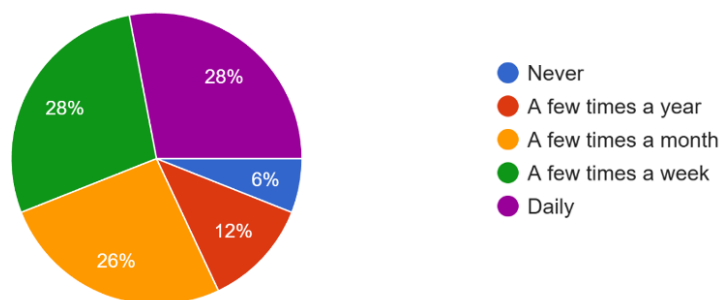
I feel emotionally drained from my job



As mentioned earlier, it is common for many professionals to experience physical exhaustion at the end of the workday. This manifests itself differently than cognitive exhaustion. Many participants reported feeling tired at the end of the day. In a way, this is understandable, since working with infants requires a great deal of physical interaction (Figure 2).

Figure 2

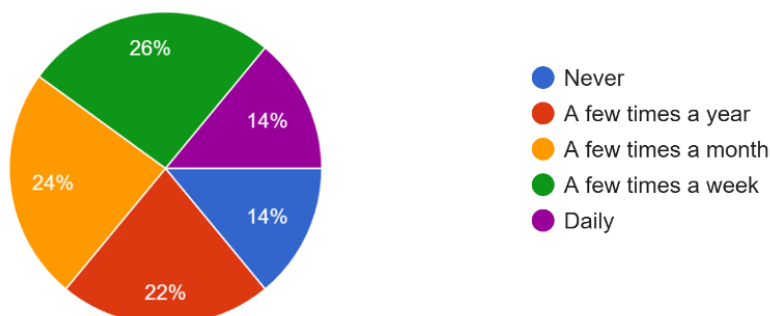
When I finish my workday, I feel exhausted



It was also found that participants acknowledged that working with students is tiring due to the effort involved (Figure 3). Among the various activities involved in elementary school, there are weeks when the workload is heavier. Eighty-four percent felt that their work has a positive impact on their students' lives; 82% said they have not become insensitive to others since becoming teachers; and 78% noted that their work is not making them emotionally hardened.

Figure 3

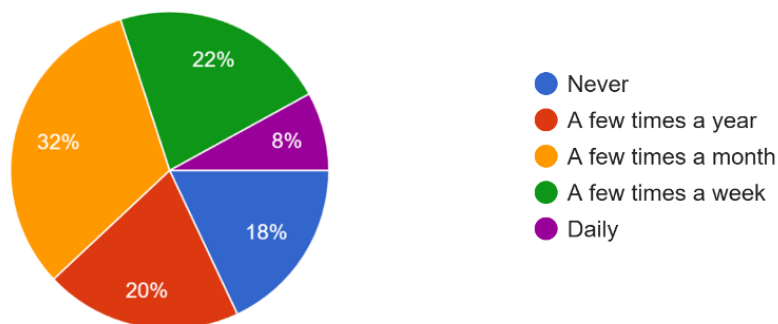
I feel like working with students all day is really exhausting and wears me out



Few teachers reported feeling exhausted, overwhelmed, or under significant stress while teaching. The results indicated that 16 teachers were experiencing burnout, as 30% reported spending too much time at work. On the other hand, 78% said that, *sometimes*, working directly with students causes them stress. Likewise, 90% feel motivated after working with students (Figure 4).

Figure 4

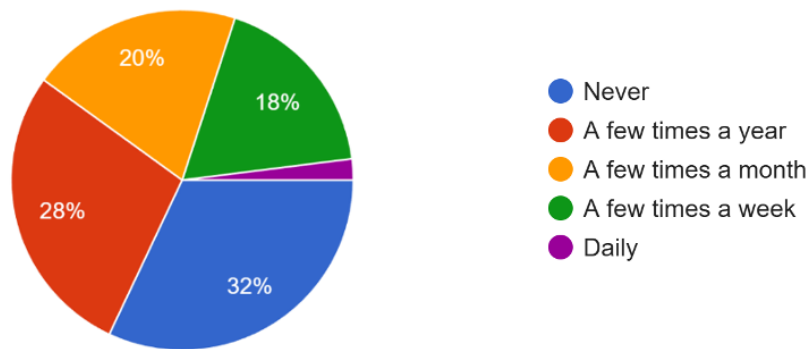
I feel like my job is wearing me down



According to the data collected, 2% of teachers feel frustrated in their work. Although teaching at the elementary level is a demanding and high-stress profession, the teachers surveyed do not report feeling frustrated on a regular basis (Figure 5). Therefore, this situation does not indicate the presence of *burnout* in the individual results. 58% indicated that they handle problems at work emotionally with great calm; 80% stated that they are very occasionally asked how they feel at work; and 54% felt that they gain many valuable things from their work.

Figure 5

I feel frustrated with my job

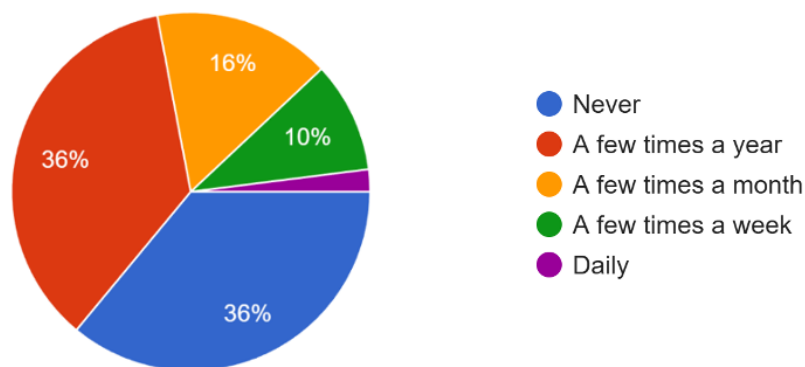


A large percentage of the teachers who participated in the survey reported that they do not feel they have reached their limits or are burned out. These findings support the trend that, for the vast majority of teachers—and despite the challenges and numerous responsibilities involved—teaching is not a profession that jeopardizes their mental, emotional, and social well-being, according to their own perceptions.

Pushing oneself to the limits of one's professional capacity entails dealing with a series of conflicts, pressures, emotional distress, and extreme feelings. As a result, this leads to making poor decisions, reacting impulsively, feeling overwhelmed by certain tasks, low motivation, and hypersensitivity (Figure 6). Based on the MBI questionnaire, it was determined that, of the entire population that participated in the survey, only 16 teachers exhibited signs of burnout. This represents 8% of all participants.

Figure 6

I feel burned out at work; I'm at the end of my rope



3.1. Interview

It is important to note that all data regarding the teachers who participated in the questionnaire were anonymous. Of the 16 teachers experiencing burnout, 13 of them agreed to participate in the interview with their prior consent. The semi-structured interview guide was validated by a teacher who is a psychology specialist at the Benemérita Escuela Nacional de Maestros (BENM) in Mexico. The interview was conducted as an in-depth study, and each response was analyzed qualitatively with the support of hermeneutics to present a series of reflections based on the narratives of the participating teachers. Based on the interview structure and the responses obtained, the results were classified into three key areas: teaching functions, social interaction, and personal life.

3.1.1. Teaching duties

It was found that many of the activities that, during the early years of teaching, were carried out in a pleasant, mindful, joyful, and empathetic manner gradually became a heavy burden, a source of weariness, apathy, and even disinterest as the years went by. Participants mentioned that there is an overload of administrative work, as they are required to fill out too many meaningless forms, when the only important thing is the report cards. They also noted that they do not understand the objectives of the New Mexican School, but this does not prevent them from teaching, as they continue to teach in the way they consider most viable or best for their students.

In this regard, the participants noted that teaching materials have not been developed for quite some time, since they can be purchased, requested from parents, or are simply not considered necessary. They prefer to conduct assessments through exams and assign little homework because it later becomes a heavy workload for teachers, who have to grade so many notebooks. Additionally, they mention that students are very demanding and all want special treatment; and classes tend to be very exhausting due to the effort this requires.

3.1.2. Social interaction

The participants noted that there is little willingness to work alongside others; they prefer to do many activities on their own to avoid the hassle of having to deal with others. In his own words: *This way, we don't waste as much time. Sometimes they want to do the activity outside of the scheduled times or during the school day, but there is no extra charge.* In this regard, they work better on their own, as they fail to meet expectations, resist being managed, try to do too much in too little time, ask for a low budget, don't trust others, or don't get along with others.

With regard to the management structure, it is perceived as authoritarian; in all cases, they stated that there is a lack of trust, little communication, and favoritism, and they feel monitored or overly supervised in their work. They also mentioned that they are burdened with a heavy administrative workload that is of little practical use; they are not flexible in addressing their own needs; and they perceive her as having insufficient knowledge of her duties or a lack of leadership. This creates an atmosphere of pressure and stress regarding the completion of school

projects; they report that teaching assignments are given with little time, imposed on them, and with few guidelines for their completion.

Working with parents is very exhausting, as it causes a great deal of stress. The participants agreed that parents often speak rudely and few appreciate the work teachers do with their children: *They think we're their caregivers, nannies, or assistants*. The less interaction with parents, the better. Generally speaking, we have to give them a lot of instructions, and they don't accept their children's misbehavior; they think they can raise their voices at us and tell us how to do our job, and that causes a lot of stress, discomfort, anxiety, or uncertainty.

3.1.3. Personal life

Overall, the participants expressed that they feel lonely despite having close family members or friends, as they experience constant exhaustion. They also noted that they have little desire to integrate or participate in activities requested by management or other colleagues, low motivation, and no proposals for improving or changing their current circumstances. It was found that they distrust others, have little desire to discuss their work situation, and feel nervous, tense, depressed, apathetic, bored, and very tired.

Even though they are no longer at the school, they feel stressed by all the tasks they have to complete at home related to teaching. As a result, they have looked for ways to avoid going to work or eagerly await weekends, long weekends, or vacations. Sometimes they refuse to get out of bed or get ready for work.

They rarely seek out a psychologist, but instead address the issue from a personal or family perspective, discussing their emotions and feelings with their partners or a few close friends. However, they don't delve deeply into these topics, as they trust their coworkers or fear that others might think it's just temporary exhaustion or a lack of motivation and underestimate their condition. They sometimes resort to home remedies or over-the-counter medications, such as drinking herbal teas, taking sleeping pills or painkillers, or turning on the TV without paying attention to it.

4. DISCUSSION

To guide the discussion, we drew on authors who conceptualize burnout syndrome from various contexts. For example, Rodríguez Ramírez et al. (2017) conducted an exhaustive study on the topic in the context of a Mexican high school. They noted that burnout is a response to work-related stress, as it is an experience composed of negative cognitions, emotions, and attitudes toward work and the people with whom one interacts in the course of one's work.

Given the above, Rodríguez Ramírez et al. (2017) found that burnout directly affects teacher performance and, in turn, the quality of education, as teachers may show a decline in interest in their students, as well as absenteeism and negative attitudes toward their colleagues. This can interfere with the proper functioning of an educational institution.

On the other hand, Aldrete Rodríguez et al. (2003) noted that, primary school teachers in Guadalajara, Mexico, carry out a wide range of activities, including school maintenance, lesson planning, and the development of teaching materials, among others. This demanding workload results in psychological stress on the job. Consequently, under certain working conditions, it is common for teachers to experience a certain degree of stress, the severity of which depends on the strategies they use to cope with it (Aldrete Rodríguez et al., 2003).

In his reflection, Zavala Zavala (2008) noted that it is important for teachers to view stress as a matter of general knowledge, as this involves understanding how to identify and address their psychological and physiological reactions throughout their careers. This enables them to propose ways to reduce stress in order to create healthier and more effective workplaces.

4.1. Findings and recommendations

The results indicated that there are six factors associated with burnout. The first is poor management of the timing of teaching and administrative activities carried out during and after the school day. In addition, some participants noted that the New Mexican School initiative is a factor associated with burnout, but this relates to its implementation by school faculty and its pedagogical development in the classroom.

On the other hand, the lack of up-to-date knowledge on various pedagogical topics for addressing classroom topics or projects, along with an overload of administrative tasks, were significant factors contributing to burnout in the classroom. Likewise, unhealthy practices in the management of emotions and various personal, family, or relationship conflicts were non-school-related factors affecting teachers' performance. Additionally, the characteristics and consequences of burnout syndrome were identified..

- To think that the only thing that matters is our work.
- There is significant concern about being reported or failing to meet professional, social, or managerial expectations.
- Anxiety regarding various educational processes.
- Irritability in response to certain comments, remarks, or actions by young children.
- Discomfort with certain coworkers or management.
- A lack of confidence or low self-esteem that prevents them from participating in various educational activities or engaging in academic work.
- Low motivation to engage in educational activities and a lack of opportunities and support for participating in school projects.

- Reluctance to attend school, frequent absences, lack of communication, and withdrawal from friends.

To validate this research, we sought the input of Dr. Ana Baca Villanueva, an expert in elementary education, and Dr. Lorena Estrada, an educational and family psychologist, who offer a series of recommendations for addressing this condition.

- Create opportunities for leisure and explore relaxation techniques; well-being is the most important thing.
- Seek help from health centers, psychologists, or other professionals in the field; find support from family, loved ones, or friends.
- Changing habits and routines, including exercise, diet, leisure activities, sleep, and work hours.
- Take stock of my work, assess its impact on our lives, identify which aspects I can improve, reflect on the work environment, and pinpoint situations that are draining or cause high levels of stress.

5. CONCLUSIONS

Nowadays, we hear more and more about a range of diseases, syndromes, and conditions that significantly impact our lives. Therefore, it is important to understand the consequences of these conditions on the work lives of those who suffer from them. According to the results, less than 10% of the population that participated in the survey exhibits burnout syndrome.

Of the 16 teachers who reported symptoms, none were severe. Furthermore, no evidence was found directly linking symptoms or consequences of burnout, to the New Mexican School. Undoubtedly, this is an issue that generates many doubts, myths, and interest among the teaching population as part of the activities carried out in teaching and healthcare. Therefore, great care must be taken with the information provided to avoid stigmatizing certain pedagogical practices.

In this regard, elementary school principals or supervisors should reflect on the work environment, understand the characteristics of the teaching staff, inquire about their teaching practices, and support staff in fostering a positive school climate and developing a culture of peace in elementary schools. No teacher is immune to experiencing this condition; it could be our partner, family member, or friend. We must be attentive to the signs they show, foster an attitude of respect, tolerance, and trust, not downplay the expression of their feelings or emotions, and seek help from a healthcare professional.

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