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IMPACT OF BURNOUT SYNDROME ON THE ACADEMIC MANAGEMENT OF TEACHERS

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Abstract: Burnout syndrome or being burned occurs in professionals from different branches that are related to the social sciences. Teachers are part of the professionals who are affected by the syndrome, which is reflected in the academic management that includes the management of the teaching-learning process. In this sense, this research had the objective of proposing strategies for the prevention and mitigation of Burnout Syndrome in basic education teachers, through a proposal for the empowerment of emotional intelligence. It is based on qualitative, non-experimental research with a longitudinal design, with a descriptive scope, with an intentional sample of 22 teachers from the Dr. Medardo Cevallos Mieles School. As a result, a proposal divided into two phases was presented, the first that details strategies to enhance emotional intelligence and the second phase that deals with the application of the soft skills acquired in the first phase, through strategies that contribute to improving academic management. It was possible to conclude that the consequences of Burnout syndrome have a direct impact on the performance and academic management of teachers, so that an adequate and timely intervention through mitigation strategies would result in a minimization of this impact.

Keywords: Exhaustion, depersonalization, Burnout, syndrome, academic management

INTRODUCTION

In 1974, the psychiatrist Herbert Freudenberger refers to Burnout syndrome with the words “consumed”, “exhausted”, “being burnt out”, mentioning that people suffered from demotivation, loss of energy, anxiety, lack of interest in work and even depression (Carlin, 2014).

In the specific case of educational institutions, this syndrome usually occurs when these institutions do not provide

adequate working conditions, where employees do not feel safe or protected, where instability due to external factors, affecting the proper development of educational activities. (Quispe Fennel, 2020).

The situation experienced by teachers in Ecuador due to the decisions adopted by the national authorities as guidelines to guarantee the development of activities, especially when referring to the integral development of children and adolescents, is of constant change and concern.

In 2020, ministerial agreements are created, so that work activities, including teaching, are carried out by teleworking (Ministry of Labor, 2020), in this context the Ministry of Education issues the COVID-19 Educational Plan, with which it was intended to guarantee the right to education (Ministry of Education, 2020).

In 2021, the progressive return to the classroom is proposed (National, 2021), which generates anxiety, since clear guidelines are not proposed and the changes do not consider putting the teacher in the arena of priorities. This situation translates into affectations, which not only affect their working life but also their emotional and physical health (Rodríguez Ramírez et al., 2017).

In Ecuador, as part of the measures for the progressive return to the classroom, the voluntary return was raised, being the option of the parents if their children attend blended classes or not, and since not all authorize this return (National, 2021), teachers have to implement new strategies to be able to carry out their work.

Since the public institutions do not have the necessary equipment to be able to carry out hybrid classes, this makes teachers double their efforts to be able to cover the depressions due to the fulfillment of a schedule.

Currently, with the opening of a new school year, where the consequences of two years of

education at home are observed, they denote gaps, deficiencies, shortcomings in students, which require cognitive skills from teachers, in order to put into practice strategies to recover this time along with complying with the demands of the educational authorities, which do not take the situation of teachers in the country as a priority.

With the above, the main objective of this work is to design an action plan in order to help minimize the impact of Burnout syndrome on the academic management of teachers of the Educational Unit "Dr. Medardo Cevallos Mieles".

The situation in which teachers find themselves, especially those in the public sector, their feelings of discontent due to the devaluation they feel are transformed into effects not only on physical but also emotional health, negatively influencing not only their personal but also professional actions. since they have a constant struggle between their rights and obligations.

Here lies the importance of studying this problem. Managing to lessen the effects of this syndrome on teachers would have a positive impact on the quality of academic management, which would have repercussions not only on teaching processes but also on the personal and professional well-being of teachers.

METHODOLOGY AND MATERIALS

According to the research approach, this work is qualitative, since data obtained in the survey applied to the teachers of the educational institution are analyzed and the bibliographic review of variables such as Burnout syndrome is carried out with dimensions that are framed in feelings, states of mood, as well as attitudes of the teachers of the Dr. Medardo Cevallos Mieles school, in the same way the impact of this syndrome on educational processes will

be analyzed (López-Roldán & Fachelli, 2015).

It is a non-experimental investigation with a longitudinal design, since the situation of the teachers of the Dr. Medardo Cevallos Mieles school was studied at various times since the beginning of the investigation (Hernández Sampieri & Baptista Lucio, 2014); also with a descriptive scope, since it defined the impact of Burnout syndrome on the teachers of the Dr. Medardo Cevallos Mieles school (Arias, 2012).

In this research, the analysis and synthesis method was used, since Burnout syndrome was analyzed in the teachers of the Dr. Medardo Cevallos Mieles school, as well as its impact on academic management. Likewise, this research was done by the inductive and deductive method, since the reality of Burnout syndrome in teachers was explained through observation, this way, it was explained logically, which is born from what was investigated through from observation, until when there is information to conclude the deductions (Hernández et al., 2014).

For the purposes of this research, the population of 22 teachers was used, the same one that coincides with the study sample, this has been chosen for convenience since the 22 teachers who work in the Dr. Medardo Cevallos Mieles school were considered to whom they were indicated the objective of this investigation, the procedure and the techniques that would be used in the study.

In addition, the MBI instrument was applied, which is a specialized test for the detection of Burnout Syndrome. The empirical method was used through observation, surveys and interviews, directed at the teachers of the Dr. Medardo Cevallos Mieles school to obtain the information directly from the object of study (López-Roldán & Fachelli, 2015).

This research has a social value, since it focuses on directly helping the teaching staff of the institution and indirectly the

entire educational community of the Dr. Medardo Cevallos Mieles school. The table below develops the Operationalization of the variables of this research.

| Variables | Dimensions | Indicators |
|---------------------|---|--|
| Burnout syndrome | Emotional exhaustion | <ul style="list-style-type: none"> Rest Recreation Discipline |
| | Depersonalization | <ul style="list-style-type: none"> Time distribution Family relationships Family remuneration |
| | Lack of personal fulfillment | <ul style="list-style-type: none"> Overcoming Initiative Operational capacity. |
| Academic management | Pedagogical work planning | <ul style="list-style-type: none"> Curricular areas Institutional educational plan organization Didactic units Learning activities. |
| | Management of the teaching-learning process | <ul style="list-style-type: none"> Methodology Teaching strategies Learning strategies Resource Uses Development of creative skills and critical thinking Evaluation processes |
| | Professional responsibility | Commitment and responsibility in administrative and pedagogical processes. Quality of the processes Participation in the processes |

Note: Own elaboration

TABLE 1. OPERATIONALIZATION OF THE VARIABLES

RESULTS AND DISCUSSION

Figure 1 shows the factors considered as possible causes or facilitators for causing the

Burnout syndrome:

| Factors associated with burnout as possible causes or facilitators | |
|--|--|
| <ul style="list-style-type: none"> Work overload Requirement of emotional work in the interaction with the client. emotional dissonance Lack of control over the organization of work, low autonomy, little decision-making capacity Ambiguity and role conflict. role overload Lack of social support Mismatch between resources, autonomy to organize and responsibility for their actions Rigid, highly hierarchical or dictatorial management style Low worker participation. Low integration of workers in the company Lack of support by the organization excessive bureaucracy C o n f l i c t i n g relationships between workers | <ul style="list-style-type: none"> Absence of reinforcements, rewards or incentives Little possibility of professional development or professional career C o n f l i c t i n g relationships between managers and staff C o m p e t i t i v e n e s s and conflict between colleagues with a lack of collaboration and help C o n f l i c t i n g relationships with clients. Dealing with problematic users Inequalities or lack of equity in the treatment of staff Dissatisfaction at work social contagion of burnout Provide service in the society of immediacy and complaint Direct contact with illness, pain and death |

Note: *Practical Management of Occupational Risks*, n°43. Perez Gilvonio (2021) Perez Gilvonio (2021) Pérez Gilvonio (2021)

ILLUSTRATION 1

Burnout worker syndrome is the body's physiological response to stress caused by the overload of activities in their professional work. It is a set of negative emotions and attitudes towards work and the entire community related to this work. (Rodríguez Ramírez et al., 2017)

Currently, this syndrome can be recognized as a disease that has manifested itself as an occupational risk in professions related to work with other people, as well as teaching, the health area and human resources. (Redó,

2009)

Teaching is one of the professions most likely to suffer from this disease, since by its nature it involves the execution of a large number of activities both inside and outside the classroom, from the student-teacher relationship and with other co-workers, to the elaboration of plans, evaluations, organization, etc. Related to teaching work. (Redó, 2009; Rodríguez Ramírez et al., 2017)

(Monte, 2005) He mentions that despite the fact that each person affected by Burnout syndrome can present in different ways, but the conduct or behavior of an affected teacher can be outlined in four areas:

- Behavioral.- They are summarized in unusual behaviors in the person, absenteeism, socialization problems, aggressiveness, irritability, among others.
- Emotional.- They refer to problems related to their personality, emotional distancing, impatience, anxiety, lack of concentration, decreased work performance, among others.
- Psychosomatic.- are symptoms that are assimilated by physical health, muscle pain, headaches, gastrointestinal disorders, insomnia, shingles and other skin problems, among others.
- Defensive or acceptance.- which is where the teacher or professional does not accept the problems, damages or affectations described online above, so they divert their attention to other situations or relationships that are not their work life.

What has been exposed so far regarding Burnout syndrome or burned worker, caused by work stress in teachers, causes deficiency in academic management, therefore, it is a problem that affects not only teachers, but the educational community usually.

To confirm if a professional is suffering

from burnout syndrome, in addition to the physical and emotional signs, a test or instrument must be applied to help relate all these signs with the burnout syndrome.

One of the instruments that can be applied to the professional is that of Maslach and Jackson, the same ones who developed an instrument called Maslach Burnout Inventory (MBI), which is made up of 22 items, which evaluate 3 dimensions that make up Burnout, and is has adapted to a Spanish version. (Maslach et al., 1997)

This questionnaire has undergone variations over the years for its better application, the latest version of the manual exposes three versions of the inventory, addressed to human services professionals, the second to education professionals and the third a generic one that applies to professionals who do not it meddles in the area of human services. (Olivares Faúndez, 2017)

The application of this instrument refers to the reasons why it was addressed to teachers, in the first place, because it is a profession with a greater approach to other “receivers” due to its professional nature.

On the other hand, the burden that teachers have been given to be responsible for “correcting” social problems; and finally due to the desertion of many teachers because they feel “burned out” in their academic work, for which they decide to look for other activities. (Maslach et al., 1997)

ANALYSIS OF DATA

DIAGNOSIS

A characteristic analysis of the study sample was carried out, which is detailed in the tables below:

| Range | Frequency | Percentage |
|--------------|-----------|----------------|
| 36-40 | 11 | 50,00% |
| 41-45 | 2 | 9,09% |
| 46-50 | 8 | 36,36% |
| 51-55 | 1 | 4,55% |
| Total | 22 | 100,00% |

Note: Own elaboration

TABLE 1. COMPOSITION OF THE STUDY SAMPLE BY AGE RANGE

As can be seen, the predominant age ranges are from 36 to 40 and from 46 to 50 years, where 86.86% of the study sample is concentrated. The average age is 43.68 years.

95.45% of the individuals that are part of the study are women and 4.55% are men, as expressed in the following table:

| Range | Frequency | Percentage |
|--------------|-----------|----------------|
| Female | 21 | 95,45% |
| Male | 1 | 4,55% |
| Total | 22 | 100,00% |

Note: Own elaboration

TABLE 2. COMPOSITION OF THE STUDY SAMPLE ACCORDING TO GENDER

| years/experience | Frequency | Percentage |
|------------------|-----------|----------------|
| 1 -- 5 | 4 | 18,18% |
| 6 -- 10 | 5 | 22,73% |
| 11 -- 15 | 8 | 36,36% |
| 16 -- más | 5 | 22,73% |
| Total | 22 | 100,00% |

Note: Own elaboration

Table 3. Distribution of the sample by years of work experience

The teachers show from this study, present a minimum experience of 3 and a maximum of 25 years; the average range with the highest incidence, although not predominant from 11 to 15 years with 36.36% of the population. This teaching experience refers to attitudes, aptitudes, knowledge about professional activity over the years.

The MBI, a specialized test in the version adapted to teachers, was applied in order to diagnose whether there are signs of Burnout syndrome in the 22 teachers of the Dr. Medardo Cevallos Mieles school.

The MBI - ES, Maslach Burnout Inventory Educators Survey Questionnaire, is made up of 22 statements valued on a Likert-type scale, aimed at evaluating the feelings and attitudes of the respondents towards their work, in the version adapted to teachers it is classified as attitude towards students and professional fatigue (Do Valle Filho & Bregalda, 2020).

| | |
|----|---|
| 1 | I feel emotionally exhausted from my work |
| 2 | I feel tired at the end of the work day. |
| 3 | When I get up in the morning and face another day of work I feel fatigued |
| 4 | I have the facility to understand how my students feel |
| 5 | I think I am treating some students as if they were impersonal objects. |
| 6 | I feel that working all day with students is a great effort and tires me out. |
| 7 | I think I deal very effectively with the problems of my students |
| 8 | I feel like my job is wearing me down. I feel burned out by my job. |
| 9 | I believe that with my work I am positively influencing the lives of my students. |
| 10 | I have become more insensitive to people since I entered the teaching profession. |
| 11 | I think this job is hardening me emotionally. |
| 12 | I feel very energetic in my work. |
| 13 | Me siento frustrado/a en mi trabajo. |
| 14 | I think I work too much. |
| 15 | I don't really care what happens to some of my students. |
| 16 | Working directly with students causes me stress. |
| 17 | I feel that I can easily create a pleasant climate with my students. |
| 18 | I feel motivated after working in contact with students. |
| 19 | I think I get a lot of valuable things in this job. |
| 20 | I feel finished in my work, at the limit of my possibilities. |
| 21 | In my work I deal with emotional problems very calmly. |
| 22 | I think the students blame me for some of their problems. |

Note: Do Valle Filho, J. G. C., & Bregalda, L. (2020).

ILLUSTRATION No. 2. STATEMENTS THAT MAKE UP THE MBI-ES

| MEASUREMENT RANGES OF THE SCALE |
|---------------------------------|
| 0= Never |
| 1= A few times a year or less |
| 2= Once a month or less. |
| 3= A few times a month. |
| 4= Once a week. |
| 5= A few times a week. |
| 6= Every day |

Note: Do Valle Filho, J. G. C., & Bregalda, L. (2020).

ILLUSTRATION No. 3. RATING SCALE OF THE MBI TEST

The test measures the frequency and intensity with which Burnout affects teachers, considering three aspects: firstly, 9 items (1,2,3,6,8,13,14,16,20) assess the scale of tiredness or professional exhaustion, that is, the emotional perception of themselves affected by work; the second scale regarding depersonalization is measured by 5 items (5, 10, 11, 15, 22) that project the degree of distance and detachment; and finally, the scale of personal achievement made up of 8 items (4, 7, 9, 12, 17, 18, 19, 21) where feelings of achievement and self-sufficiency in relation to work are evaluated.

| Subscale | Code | items | Number of items | Item Score | Score by subscale | Burnout signs |
|----------------------|------|-----------------------|-----------------|------------|-------------------|---------------|
| Emotional exhaustion | EE | 1,2,3,6,8,13,14,16,20 | 9 | De 0 a 6 | De 0 a 54 | Over 26 |
| Depersonalization | DP | 5,10,11,15,22 | 5 | De 0 a 6 | De a 30 | more than 9 |
| Personal fulfillment | PA | 4,7,9,12,17,18,19,21 | 8 | De 0 a 6 | De a 48 | Less than 34 |

Note: Do Valle Filho, J. G. C., & Bregalda, L. (2020).

ILLUSTRATION No. 4. SUBSCALE FOR THE MBI-ES FORM

following table:

The following assessment can be deduced from the previous illustration:

| Subscale | Low | Medium | High |
|----------------------|------------------|---------------|---------------|
| Emotional exhaustion | from 0 to 18 | from 19 to 26 | De 27 a 54(*) |
| Depersonalization | from 0 to 5 | from 6 to 9 | De 10 a 30(*) |
| Personal fulfillment | from 0 to 33 (*) | from 34 to 39 | from 40 to 56 |

(*) Síntomas del Síndrome de Burnout

Note: Do Valle Filho, J. G. C., & Bregalda, L. (2020).

ILLUSTRATION No. 5. ASSESSMENT OF THE SUBSCALE FOR THE MBI-ES FORM

The results of the application of the MBI-ES Test, to the teachers of the Dr. Medardo Cevallos Mieles school, are presented in the

| Scale | Frequency | | | Percentage | | |
|----------------------|-----------|--------|-----|------------|--------|--------|
| | High | Medium | Low | High | Medium | Low |
| Exhaustion | 16 | 4 | 2 | 72,73% | 18,18% | 9,09% |
| Depersonalization | 15 | 4 | 3 | 68,18% | 18,18% | 13,64% |
| Personal fulfillment | 2 | 6 | 14 | 9,09% | 27,27% | 63,64% |

Note: MBI questionnaire applied to the 22 teachers of the Dr. Medardo Cevallos Mieles school

TABLE 4. RESULTS OF THE MBI-ES TEST OF TEACHERS

Carrying out the analysis of the results of the questionnaire applied to the teachers of the Dr. Medardo Cevallos Mieles school, it was obtained that 72.73%, that is, 16 of the 22

teachers suffer from exhaustion or professional fatigue; 68.18% who personify 15 teachers are affected by depersonalization and 14 teachers who represent 63.64% of the study subjects have a low level of personal fulfillment.

When comparatively analyzing these results with the evaluation of the subscales of the test for the MBI-ES form, where it is explained that by presenting high levels in the subscales of exhaustion and depersonalization and in contrast, they show low levels of personal fulfillment, they would represent symptoms of Burnout Syndrome, from which it is obtained that on average 68% of teachers are affected by Burnout Syndrome, especially affecting their professional development, negatively affecting academic management, since being a process in which various activities are developed from planning the classes, innovating in the educational process, being in constant self-training for the development of skills, and complying with a certain time to carry out each activity, it is possible to have a work and personal saturation, increasing the levels of stress and anxiety of the teachers concerned.

Consequently, to this diagnostic analysis, the following action plan was proposed, which includes strategies to enhance emotional intelligence of teachers in order to improve academic management.

PRESENTATION AND CONFIGURATION OF THE PROPOSAL

The demands of the teaching profession, added to the innovations and external pressures inherent to the exercise of this profession, lead to an increase in the possibility of developing some psychophysical imbalance, since stress itself is the psychological and physiological response to the load work that has been increasing, surpassing the individual's ability to solve the demands or problems of the profession, consequently, these psychological

and behavioral inconveniences are obtained.

The proposed proposal consists of two phases, the first aimed at enhancing the emotional intelligence of teachers and the second focuses on the application of the soft skills acquired in phase 1 in academic management.

PHASE 1.- POTENTIALIZE EMOTIONAL INTELLIGENCE

Emotional intelligence is defined as; “the capacity for acceptance and conscious management of emotions, taking into account the importance they have in all the decisions and steps we take during our lives, even if we are not aware of it” (Martín, 2018).

In this context, Cejudo and López-Delgado (2017) state that because the teaching role requires a great deal of emotional work and, to the same extent, effectively managing one's own emotions and those of the students, in a way that allows Optimize school relationships as part of educational management.

Emotional intelligence is fundamental in teachers, to develop this quality that every teacher must possess, this proposal has been based on the Mayer and Salovey skills model, which is divided into four branches or areas; 1) Perceive, assess and express emotions accurately; 2) Access or generate feelings that facilitate thought; 3) Understanding emotions and emotional knowledge; 4) Regulate emotions promoting emotional and intellectual growth. (Mayer et al., 2001) Of which the following strategies are presented in table 5.

Training workshop: Emotional intelligence laboratory

| Ambit | Abilities | Activities | Resources | Time |
|--|--|--|--|-------------|
| Perception, appraisal and expression of emotion | The ability to recognize emotions in oneself and in others, express feelings appropriately, and the ability to discern between accurate and inaccurate expressions of emotions. | In his shoes: For the development of this activity, throughout the week the emotional attention is focused on the expression of the emotions of the colleagues in the workplace, at three different moments each day, to contrast what is perceived, the person(s) is asked observed partner(s) if they really felt as we perceived them. | Human Resources: *Teachers *Activity guide | 1 week |
| Emotional facilitation of thought | The ability to guide the way in which information is processed from emotional events that take part in thought. | Emotional thermometer: The emotional state of each one is known, depending on how the emotions are at that moment. A creativity task is carried out and it is asked what this task can represent, then individuals are tried to share their experiences with the group, and think about the daily influence of emotions on thoughts. | Human resources: * Teachers *Activity guide | 1 week |
| Understand and analyze emotions | Ability to correctly express emotions and thus facilitate communication and social relationships. | Emotional Matching: Each teacher is given images that represent various emotions, in addition, cards are presented where specific situations are written, so that they are related to the image of the emotion that represents said situation. | Human Resources: * teachers * activity guide Materiales: * Images *Situation cards. | 1 week |
| Reflexive regulation of emotions for emotional and intellectual growth | Ability to manage emotions in positive and negative situations, using the information provided by emotions based on its usefulness without repressing or exaggerating the information, achieving emotionally intelligent behavior. | All the previous activities and/or exercises are the necessary steps to achieve these intelligent behaviors, managing to perceive and assimilate the emotional world, putting into practice regulation strategies to manage our emotions and those of others. | | 1 week |

Note: Strategies or activities to develop emotional intelligence in teachers. Own elaboration

Table 5. Strategies to enhance emotional intelligence in teachers

These activities will be carried out in sessions of one week, with a week of feedback after the development of each activity to present the weekly results with co-workers. Additionally, it is recommended that these workshops be preceded by a prior evaluation of the starting level of emotional intelligence

of the group to be formed, both with self-report and performance tests.

PHASE 2.- APPLICATION OF SOFT SKILLS

The combination of social, communication, people skills, approaching others, among

others, gives rise to soft skills, which form a person capable of relating to and communicating effectively with others. This factor is increasingly valued by companies and must be taken into account when hiring staff.

Because they seek to strengthen the human being from personal components that contribute to creating ideal interpersonal relationships, soft skills are what now allow

them to obtain a competitive advantage in the labor market. (Cordero & Aguilar, 2020; Jaramillo et al., 2019)

The soft skills that are sought to be promoted with the activities of phase 1 are the following: Teamwork, problem solving, effective time management, leadership, affective communication, for which some strategies are proposed to be executed personally, either in the educational and/or personal field.

| Ability | Objectives | Strategies/Activities |
|----------------------------------|---|--|
| Teamwork | Implement and promote values such as trust and mutual support, search for a purpose and identify the role played by each member of the work team. | Some of the most outstanding activities to strengthen teamwork are the Team building , that offers activities depending on the need to work, strategy and innovation or integration; Or the Escape Room where conflicts or enigmas are sought to be resolved where the involvement and creativity of the entire team are necessary. |
| Problem resolution | Develop the ability to put an end to a problem by facing it openly, reestablish the link between the parties, give rise to dialogue, negotiate interests while maintaining mutual respect. | The 5 whys is a problem solving method where 5 why questions are asked: Why did this problem occur?, following the answer, ask again: "Why did that happen?". You will do this five times until you can attribute the problem to a root cause. |
| Effective time management | Manage and dispose of working time, avoiding as much as possible any interruption that does not contribute to the objectives set. | The activities oriented to manage time are the following: <ul style="list-style-type: none"> • Find out what you're wasting your time on. • Distinguish between urgent and important. • Create a daily plan. • Design routines and comply with them. • Set time limits for tasks. • Order and organize your environment. • Don't put off tasks. • Don't try to multitask. • Learn to delegate. |
| Leadership | Motivate employees, direct systems and processes, and guide the institution towards common goals that allow it to achieve its mission. | Among the most beneficial strategies for the development and promotion of leadership are the following: <ul style="list-style-type: none"> • Promote and participate in the learning and professional development of teachers. • Plan, coordinate and evaluate teaching and curriculum. • Establish goals and expectations in common with colleagues from the institution. • Strategic use of resources. • Ensure an orderly and supportive environment among collaborators. |
| Effective communication | Develop or increase effective communication skills through practice, based on learning methods such as cooperative work, conflict resolution, discussion among peers, democracy activities. | For the development of effective communication, playful exercises are proposed, in which possibilities are offered for each participant to put into practice their ability to work according to a certain objective. |

Note: Strategies for the application of soft skills among teachers. Own elaboration.

Table 6. Strategies to strengthen soft skills.

The application of soft skills aims to improve daily teaching activities, considering a student approach, but above all a personal approach so that teachers create feelings of attention, care and belonging to the institution.

The proposal presented aims to achieve the development of self-knowledge, self-assessment, self-confidence, enhancing emotional intelligence so that they can manage emotions and develop self-motivation; in order to strengthen soft skills and project them in educational management.

CONCLUSIONS

The teaching profession currently involves demands and circumstances that lead to exhaustion, mental fatigue, depersonalization, fatigue, which translates into the emergence of Burnout syndrome.

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