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## BURNOUT SYNDROME IN ELEMENTARY SCHOOL PHYSICAL EDUCATION TEACHERS IN IZUCAR DE MATAMOROS, PUEBLA, MEXICO

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*Moctezuma de Jesus Toxqui Tlaxcalteca*

*Miguel Ángel González Nava*

*Gloria Nieves Hernández*

*Juan Francisco Suárez Teofilo*

*Miriam Daniela Sánchez Vera*

*Abiud Vazquez Ramírez*



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**Abstract:** Burnout syndrome is a stress factor that occurs in many professions, as well as in physical education teachers, due to a high workload, interaction with students and extracurricular activities. The objective of this study was to analyze the presence of Burnout syndrome in Physical Education teachers in the CORDE Izúcar de Matamoros, Puebla region. Its design was descriptive-qualitative using the Maslach Burnout Inventory General Survey (MBI-GS) test to measure the dimensions of emotional exhaustion, cynicism and professional efficacy with a sample of 40 basic education teachers. The results showed that physical education teachers have a low level of stress and a high commitment to their work, in contrast to physical education teachers who have a medium level of stress and can develop Burnout.

**Keywords:** Burnout syndrome, physical education teachers, stress.

## INTRODUCTION

Burnout syndrome in the year 2000 by the OMSS (World Health Organization), was declared as a high occupational risk factor for decreasing the quality of life of people, affecting mental health, physical health and even losing their lives (Saborio Morales, L and Hidalgo Murillo, L.F., 2015).

According to Maslach 2009, he defines Burnout syndrome as chronic stress whose main features are emotional exhaustion, depersonalization and decreased personal performance.

This topic has been investigated in different countries, including Mexico. In the educational field teachers like other professions suffer from acute stress, this in the day to day of their teaching work (Zavala Zavala, 2018), having an over workload conformed by a wide range of work responsibilities generates in teachers that they do not have enough time to give attention to their personal life, also cer-

tain conditions related to accumulated stress can be observed, which can generate physical and emotional illnesses (Castilla Gutierrez S., Colihuil Catrileo R., Bruneau Chavez J. and Lagos Hernandez R., 2021).

In 2018, the international labor organization (ILO), published a study related to the working conditions of teachers, which are mentioned below:

- Inadequate facilities for teaching.
- Teaching itinerancy.
- Inequality in working conditions.
- Little chance of professional growth
- Little training.
- Low wages and social services

This research is related to physical education teachers who are responsible for promoting physical activity and motor development at the elementary level, through recreational and sports activities, as well as to comply in sporting and civic events (escorts, parades,). They can develop Burnout syndrome because in the educational environment they have an excessive workload, administrative burden and especially high responsibilities, this generates over time a negative effect, resulting in low performance in teaching physical education classes, even absence, and may even abandon the teaching activity (Ramos Gonzales M., Ramos Campos F. and Vicente Castro F, 2022).

The objective of this research is to analyze Burnout syndrome in physical education teachers of the CORDE Izúcar de Matamoros, Puebla region. As well as to investigate the factors that contribute to its appearance and the consequences on their health and performance.

# MATERIALS AND METHODS

The present research was a descriptive-qualitative study, conducted in the region of the CORDE Izúcar de Matamoros, Puebla. During the months of October-December 2024 and January 2025. An informative talk was given detailing the activity to be carried out and requesting their collaboration and consent. The study complied with Helsinki standards and declaration.

The sample is composed of 40 physical education teachers from the CORDE Izúcar de Matamoros region at the elementary level.

The test used was the Maslach-Burnout Inventory General Survey (MBI-GS) (Schaufeli, Leiter, Maslach and Jackson, 1996), with 15 items, which has 3 dimensions: burnout, cynicism and professional efficacy, see Table 1. The items are answered on a Likert scale, ranging from 0 (never) to 6 (always).

Dimension	Ítem
Exhaustion	1, 2, 3, 4 y 6
Cynicism	8, 9, 13 y 14
Professional efficiency	5, 7, 10, 11, 12 y 15

Table 1. Distribution of the items by the 3 dimensions

Source: Own elaboration

# MEASURING SCALES

To obtain the scores for each scale (burnout, cynicism, and professional efficacy), the scores obtained in the items belonging to each scale should be added up and the result divided by the number of items in the scale, see Table 2. The total value should range between 0 and 5 in the burnout dimension, between 0 and 4 in cynicism and between 0 and 6 in professional efficacy, due to the number of items that comprise them. Each dimension is classified within one of the six categories established for its evaluation: very low, low, medium low, medium high, high and very high.

	Exhaustion	Cynicism	Efficiency professional
Very low	‘0.4	‘0.2	‘2.83
Under	0.5 - 1.2	0.3 - 0.5	2.83 - 3.83
Low medium	1.3 - 2	0.6 - 1.24	3.84 - 4.5
Medium high	2.1- 2.8	1.25 - 2.25	4.51 - 5.16
High	2.9 - 4.5	2.26 - 4	5.17 - 5.83
Very high	‘4.5	‘4	‘5.83

Table 2. Burnout Scale. Scores

Source: Bresó, Salanova, Schaufeli and Nogareda 2007.

# RESULTS

In the research, female physical education teachers have an average age of  $\bar{X} = 55$  years, a minimum of 45 years and a maximum of 72 years. In their work seniority they have an average  $\bar{X}=30$  years, minimum 12 years and a maximum of 52 years. The results of the application of the test are shown in Table 3.

**Exhaustion** represents, overwork, personal conflict and job burnout as seen in Table 4, the physical education teachers in item 1 state that because of their work they have moderate emotional exhaustion ( $\bar{X}=1.95$ ). In item 2 there is a slight increase in feeling consumed at the end of their workday ( $\bar{X}=2.4$ ). In item 3, they consider that they feel slightly tired when they get up in the morning and have to complete another workday in their teaching role ( $\bar{X}=1.85$ ). Item 4 reflects that working all day generates low tension in them ( $\bar{X}=1.65$ ) and in item 6 the teachers consider that they are moderately exhausted (burned out) by their work ( $\bar{X}=1.45$ ).

**Cynicism** refers to a negative response, apathetic towards teaching activities and making as little effort as possible. The teachers in item 8 mention that they have not lost interest in their work ( $\bar{X}=0.65$ ). In item 9 they mention that they have not lost enthusiasm for their work ( $\bar{X}=0.9$ ). In item 13 they feel low cynicism about their job function ( $\bar{X}=0.7$ ). In item 14 they feel that what they contribute effectively to the significance of their work as physical education teachers is low ( $\bar{X} =0.6$ ).

	Exhaustion				Cynicism				Professional efficiency						
Item	1	2	3	4	6	8	9	13	14	5	7	10	11	12	15
Result of Evaluation	Medium Under	Medium high	Low medium	Low medium	Low medium	Low medium	Low medium	Low medium	Low medium	Medium high	high	high	Medium high	Medium high	High
Media	1.95	2.4	1.85	1.65	1.45	0.65	0.9	0.7	0.6	4.75	5.45	5.25	4.95	4.95	5.35
Minimum	0	0	0	0	0	0	0	0	0	2	4	3	1	2	4
Maximum	6	6	6	6	6	4	4	5	3	6	6	6	6	6	6

Table 3. Physical Education Teachers

Source: Own elaboration

	Exhaustion				Cynicism				Professional efficiency						
Item	1	2	3	4	6	8	9	13	14	5	7	10	11	12	15
Result of Evaluation	Low medium	Low medium	Low medium	under medium	Low medium	Low medium	Low medium	Low medium	Low medium	Low medium	Low medium	Medium high	Medium high	Low medium	Medium high
Media	1.55	2	1.6	1.25	1.45	1.1	0.85	1.55	1	4.1	4.3	5.3	4.55	4.35	4.8
Minimum	0	0	0	0	0	0	0	0	0	0	2	3	0	1	0
Maximum	3	5	4	4	4	3	3	6	3	6	6	6	6	6	6

Table 4. Physical Education Teachers.

Source: Own elaboration

**Professional Effectiveness** refers to feelings of lack of achievement, low work productivity and incompetence. It also includes low self-efficacy in their teaching, such as lack of support and opportunities to develop professionally. They feel guilty for choosing the profession of physical education with herself. In item 5, they rarely solve effectively the problems that arise or arise in their work ( $\bar{X}=4.75$ ). In item 7, they feel highly “burned out” by their work ( $\bar{X}=5.45$ ). In item 10, they feel very good at their job ( $\bar{X}=5.25$ ). In item 11, they have a high average achievement of their work objectives ( $\bar{X}=4.95$ ). In item 12, they have achieved some valuable accomplishments in their job ( $\bar{X}=4.95$ ). In item 15, in their job they have a high confidence that they are effective in getting things done ( $\bar{X}=5.35$ ).

In the research, physical education teachers have an average age  $\bar{X} = 51$  years, minimum 21 years and maximum 68 years. In their work seniority they have an average  $\bar{X} = 26$  years, minimum 4 years and a maximum of 40 years. The results of the application of the test are shown in Table 4.

**Burnout** represents, overwork, personal conflict and job burnout as seen in Table 4, physical education teachers in item 1 state that because of their work they have low emotional exhaustion ( $\bar{X} = 1.55$ ). In item 2 they do not feel consumed at the end of their workday ( $\bar{X} = 2$ ). In item 3, they consider that they are not tired when they get up in the morning and have to complete another workday in their teaching role ( $\bar{X} = 1.6$ ). Item 4 reflects that working all day does not generate tension in them ( $\bar{X} = 1.25$ ) and in item 6 the teachers consider that they are slightly exhausted (burned out) by their work ( $\bar{X} = 1.45$ ).

**Cynicism** refers to a negative response, apathetic towards teaching activities and making as little effort as possible. Teachers in item 8 mention that they have not lost interest

in their work ( $\bar{X} = 1.1$ ). In item 9 they mention that they have not lost enthusiasm for their work ( $\bar{X} = 0.85$ ). In item 13 they feel low cynicism about their job function ( $\bar{X} = 1.55$ ). In item 14 they feel that they contribute effectively to the significance of their work as physical education teachers ( $\bar{X} = 1$ ).

**Professional efficacy** refers to feelings of lack of achievement, low productivity at work, and incompetence also includes low self-efficacy in their teaching, as well as lack of support and opportunities to develop professionally. They feel guilty for choosing the physical education profession with the same. In item 5, they sometimes solve effectively the problems that arise or present in their work ( $\bar{X} = 4.1$ ). In item 7, they feel moderately “burned out” by their work ( $\bar{X} = 4.3$ ). In item 10, they feel very good at their job ( $\bar{X} = 5.3$ ). In item 11, they achieve their work objectives in a high average way ( $\bar{X} = 4.55$ ). In item 12, where they have achieved some valuable accomplishments in their job ( $\bar{X} = 4.35$ ). In item 15, in their job they have a high assurance that they are effective in completing their things ( $\bar{X} = 4.8$ ).

## DISCUSSION

Burnout syndrome is a process that affects each physical education teacher differently and can vary according to age, sex, work experience, family environment, etc. (Ramos Gonzalez M., Ramos Campos F., and Vicente Campos Florencio, 2022). There are different studies of Burnout Syndrome in teachers, but they are very small in physical education teachers when compared.

A study in Brazil in the municipality of Belém and metropolitan region, in the state of Pará. With 63 physical education teachers showed that 69.8% have high emotional exhaustion, 44.4% have high depersonalization and 41.2% have low job satisfaction. Regarding self-efficacy 3.17% have low self-e-

fficacy, 55.5% are moderate and 41.2% high self-efficacy, it was concluded in this study that physical education teachers have Burnout and should develop a program for its treatment and decrease (Pereira Erika Cristina de Carvalho S, Ramos Mael and Ferreira Holanda and Ramos Edson Marcos Leal Edson , 2022) . Another research concerning this topic is in Merida, Venezuela, they used the same instrument to evaluate 140 physical education teachers of basic level in public and private institutions, their result was low level of Burnout 41.4%, medium level 48.6% and high level 10% and they measured other variables such as marital status, if they have children, academic degree (Viloria Hermes, Paredes Maritza and Paredes Luis, 2004) .

## CONCLUSIONS

Based on the research it was possible to identify Burnout Syndrome in physical education teachers in Izucar Matamoros, Puebla. And to know the levels of burnout, cynicism and professional efficacy and it is concluded that teachers of both genders have a low degree of burnout and cynicism, next to it opposite in professional efficacy female physical education teachers have a high commitment to their work in their result they have a high level of stress which means that they tend to develop Burnout, and physical education teachers have a medium level which means that they control more their emotional situation.

What is recommended to teachers is to take the necessary considerations to improve their working conditions and reduce this syndrome. Physical education teachers lay the foundations for good health and quality of life through physical activity and sport, which is their main role and therefore plays a fundamental role at this educational level.

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