Research Article

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Resilience and Burnout Syndrome as Perceived by University Faculty in Lambayeque, Peru

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Abstract

Overcoming classroom challenges is not always straightforward. It is well-known that educators face stress due to various reasons, such as familiar problems, overwork, multiple activities of the teacher, student problems, new methodologies and teaching tools, etc. As a university professor we perceive innumerable situations where students cannot control and / or solve their own conflicts, therefore, they allow these problems to affect their personal, social, physical and even mental health. This research aimed to explore how university educators in the Lambayeque region perceive the relationship between resilience and Burnout Syndrome. The sample comprised 300 faculty members from accredited institutions in Lambayeque. This study used a quantitative, non-experimental, descriptive correlational design. Questionnaires on resilience and Burnout Syndrome were employed since they have proven to be valid, reliable, and supported by substantial evidence. The results demonstrated a statistically significant association between the two variables, with a moderate negative correlation (sig. 0.05), lending credibility to the alternative hypothesis. Among the surveyed professors, 61.7% expressed intentions to focus on becoming more resilient, while 36.37% stated they exhibited external symptoms of the aforementioned condition. According to the findings, the risk of educators developing this condition decreases as they enhance their resilience.

Keywords: *Burnout Syndrome, resilience, individual capacity, family aspect*

1. Introduction

Educators face various situations that can lead to exhaustion as their daily tasks require physical, mental, and even emotional effort, adversely affecting their health and well-being. As a result, resilience is employed to cope with adversity (Mérida & Extremera, 2018). However, Salvagioni et al. (2022) suggested that teaching is associated with a high exposure to this condition, where daily educational duties cause individuals to feel work overload, fatigue, and high psychological demands.
In several regions, especially in Eastern Europe and Asia, there is a significant prevalence of Burnout Syndrome among educators. Specifically, the emergence of this syndrome ranges from 10% to 40% in Eastern European nations, while in Asian countries, it's estimated to be between 50% and 70% (Al-Asadi, 2018). According to a study by Travers & Cooper (2019), the National Teaching Association indicated that teachers in the US experience significant stress levels, up to 70%. Similarly, there was an increase in teacher absenteeism in the UK due to mental health reasons, from 213,000 days in 2004 to 312,000 in 2017, representing a 46.48% impact during this period. Meanwhile, the Independent Union Center conducted a survey showing that 93% of education professionals in Spain exhibit signs of emotional exhaustion, highlighting the need to strengthen these professionals' resilience (Matiz et al., 2020).

According to the National Teacher Survey conducted by ENDO (2018), 72.9% of Peruvian educators lack prior training in ICT, hindering their management of these essential educational tools. Similarly, Alcas et al. (2019) found that technological failures cause 21.3% of stress among educators, reflecting in a 46.2% decrease in their teaching effectiveness. Tacca & Tacca (2019) noted that resilience improves among educators over 40 with at least one child. On this matter, Salazar (2018) mentioned that educators from private universities in Chiclayo typically earn 25 soles per hour, which isn't a sufficient wage, yet these institutions demand additional activities or greater effort (Salazar, 2018).

This research was theoretically justified, supported by theories on resilience: companies with high credibility levels (La Porte, 1996), business awareness (Weick & Sutcliffe, 2007), and theoretical foundations of resilience concerning social systems (Van Breda, 2011). For the Burnout Syndrome variable, sociocognitive, organizational, interactionist (Bono, Yong & Yue, 2008), and structural theories (Patlán, 2013) were considered as foundational. Moreover, educators will benefit in real-world settings as they become more sociable and develop higher resilience. Managers will understand the psychological necessity of implementing activities to prevent and promote the topic since, from an economic perspective, it could have adverse effects on productivity.

The primary objective was to examine the link between resilience and perceived Burnout Syndrome among university educators in the Lambayeque region.

In analyzing the resilience variable, two main theories were considered: Resilience Engineering, based on theories of companies with high credibility (La Porte, 1996), and the theory of business awareness (Weick & Sutcliffe, 2007). The former pertains to an individual's or company's capability to face new challenges (Schelvis, Zwetsloot, Bos & Wiezer, 2014), while the latter emphasizes the importance for organizations to be prepared and adept at adapting to changes over time (Weick & Sutcliffe, 2007). Notably, the theory of resilience in the social order aims to identify essential components to bolster resilience in the workplace. Through this theory, the intent is to understand how corporations strengthen their competency against challenges and how to recover from them (Van Breda, 2011).

Resilience is understood as the capacity of an individual to handle and overcome the syndrome caused by constant exposure to situations of excessive workloads, physical exhaustion, and high emotional demands (Maslach, 2003; Carlotto & Gonçalves, 2019). Consequently, it is evident that Burnout Syndrome is characterized by physical wear and the feeling of incapacity to control situations faced by individuals dealing with emotional demands in their workplace.

In this context, Maslach et. al. (1986) described Burnout Syndrome as consisting of three essential dimensions: emotional exhaustion, depersonalization, and reduced personal

accomplishment. Emotional exhaustion is caused by psychological fatigue and frequent work-related stress (Maslach, 2009). This stems from an individual being exposed to excessive demands for their role, which pushes them beyond their limit, manifesting in discouragement, emotional fatigue, and constant work frustration (Pelay, 2019).

Regarding the depersonalization dimension, it refers to the emergence of apathy and feelings of repulsion towards others (Maslach, 2009). This, in turn, implies indifference or demotivation towards the work environment and its respective responsibilities, performing tasks in a strict order, distancing oneself from clients, and indifference to their needs (McShane & Glinow, 2016). As for the decreased personal accomplishment dimension, it deals with an individual's lack of belief in themselves and their personal demotivation to perform tasks, coupled with a poor self-image (Maslach, 2009). Its primary characteristic is the individual's poor self-assessment and negative attitude, making them feel their efforts are worthless and that they're not progressing (Dorantes, Hernández &Tobón, 2018).

As a result, there's a noted need to conduct various trainings, workshops, and coping techniques to minimize Burnout Syndrome in teachers, not only in universities but also in educational institutions at other levels. This syndrome turns the teaching profession into a task that chronically triggers it (Guidetti et al., 2018). The social and educational environments are impacted as it increases anxiety, depression, absenteeism, and high turnover, also reflected in teaching inefficiency and poor education quality (Kroupis, et al., 2017; Smetackova, 2017; Rabasa, et al., 2016). Indeed, it is a significant factor in behavioral issues from the social, educational, and parental contexts of individuals (Ozturk, 2020).

2. Materials and Methods

The research was fundamental as it developed theoretical foundations and organized their application in academic institutions located in the Lambayeque area. According to Palencia (2009), such studies produce better theoretical knowledge aimed at distributing or formulating theory. Moreover, the design was non-experimental because the variables considered (resilience and burnou syndrome) were not being intentionally controlled. Hernandez and Mendoza (2018) argue that this model is based on the conceptualizations of the previously discussed variables as they are naturally found, without adjusting their behavior.

The methodology used was quantitative in nature, as it involved the use of statistical tools to analyze the variables. This approach addressed the articulated problem and examined the proposed hypotheses (Cabezas, Andrade, & Torres, 2018). The study's scope was carried out through a descriptive correlational analysis, as it examined and analyzed the variables based on their real-world manifestations. Consequently, the research sought to determine the degree of relationship between them (Hernández & Mendoza, 2018). Regarding its temporality, it was cross-sectional, as indicated by data collection at a single point in time (Hernández & Mendoza, 2018).

The study sample consisted of 300 university professors from the Lambayeque area during the 2021-I semester. This sample was chosen because it represented the entire population of interest, allowing for quantitative analysis (Hayes, 1999).

The methodology involved the use of a survey technique, intended to carry out the necessary data collection procedure from the teachers (Hernández, et al., 2014). To gather data on resilience and Burnout Syndrome variables, researchers used specific questionnaires. These questionnaires were designed to measure the resilience level of university teachers and the presence of Burnout Syndrome among faculty. Professionals participating in the study were provided with a digital form created with the Google Form tool, through which they remotely answered the questionnaire items within a predetermined timeframe (Bernal, 2010).

The study's validity was assessed by a team of three experts, comprising two specialists and a statistician. Their responsibility was to validate the instruments and their respective data sheets, resulting in a coefficient of 1.0. The assessment carried out by Mikulic (2015) included an evaluation

of the consistency, quality, and congruence of questions by the experts. Meanwhile, researchers used Cronbach's alpha coefficient to assess the reliability of the instruments. A pilot test was conducted, yielding an alpha value greater than 0.8, indicating satisfactory reliability (George & Mallery, 2003).

The statistical software programs used were SPSS V27 and Excel 2019. These played a crucial role in conducting statistical analysis by facilitating the generation of descriptive calculations of the selected variables and magnitudes. Subsequently, results were presented in tables and graphs. Additionally, researchers used Spearman's Rho statistic to establish the association between the variables (Hernández et al. 2014).

As a result, the processed data produced clear findings, thus promoting ethical behavior by the researcher concerning the impacts caused by their interaction with educators (Álvarez, 2018).

3. Results

Table 1. Degree of correlation between the resilience variable and the Burnout Syndrome variable

Coefficient	Variables	Ítems	Resilience	Burnout
Rho Spearman	Resilience/Burnout	Correlation Coefficient	1,000	-0,512**
		Sig. (bilateral)		0,000
		N	300	300

Considering that 0.000 corresponds to its bilateral significance and that it is less than 0.05, it is inferred that there is a relationship between resilience and Burnout Syndrome, demonstrating that the degree of this is -0.512, thus defined as a moderate level of negative correlation. For this reason, it can be said that the more resilience a person has, the less likely they are to suffer from Burnout Syndrome.

Table 2. Correlation between the individual capacity dimension and the study variable Burnout Syndrome

Coefficient	Variables	Items	Burnout
Rho Spearman	Individual capacity	Correlation Coefficient	-0,412**
		Sig. (bilateral)	0,001
		N	300

A bilateral significance of 0.001 was obtained, which, being less than 0.05, this confirms that there is a close relationship between the individual capacity dimension and Burnout Syndrome, yielding in turn a level of ratio of -0.412, consequently it is concluded that its degree of correlation is of moderate negative type, thus rejecting the null hypothesis and affirming the alternative. In other words, this is meant to imply that, as the educator manifests individual capacity, his probability of developing Burnout Syndrome will decrease.

Table 3. Correlation between the social capacity dimension and the study variable Burnout Syndrome

Coefficient	Variables	Items	Burnout
Rho Spearman	Social capacity	Correlation Coefficient	-0,301**
		Sig. (bilateral)	0,019
		N	300

The bilateral significance obtained was 0.019, reflecting that there is a relationship between the social capacity dimension and Burnout Syndrome, as it is less than 0.05. The data obtained express that the degree of existing relationship corresponds to -0.301, being a degree of low negative relationship,

which leads to the rejection of the null hypothesis and the confirmation of the alternative. In this way, it is evident that, while teachers are developing social capacity through their contact with other people and liking their company, they may be less likely to suffer from Burnout Syndrome.

Table 4. Correlation between the family aspect dimension and the study variable Burnout Syndrome

Coefficient	Variables	Items	Burnout
Rho Spearman	Family aspecto	Correlation Coefficient	-0,342**
		Sig. (bilateral)	0,008
		N	300

Considering the degree of compatibility in this case corresponds to 0,008 and less than 0,05, it follows that the family aspect and the Burnout Syndrome present a correlation where their level corresponds to -0.342, showing that it has a low negative correlation. Consequently, the null hypothesis is denied and the alternative hypothesis is admitted, therefore, it is summarized that, as educators maintain a very good relationship with their families and, in turn, an optimistic attitude, their probability of experiencing professional burnout or Burnout Syndrome is low.

Table 5. Correlation between the social support dimension and the study variable Burnout Syndrome

Coefficient	Variables	Items	Burnout
Rho Spearman	Social support	Correlation Coefficient	-0,271**
		Sig. (bilateral)	0,036
		N	300

This table shows the compatibility of 0.036 and that being less than 0.05, there is a correlation that corresponds to the dimension social support and Burnout Syndrome, presenting at the same time a degree of correlation represented by -0.271, which indicates that this correlation is negative low, affirming the rejection of the null hypothesis and affirming the alternative, which means that the possibility of teaching staff suffering from Burnout Syndrome is low if their family and friends provide support.

Tabla 6. Correlation between the personal structure dimension and the study variable Burnout Syndrome Correlación

Coefficient	Variables	Items	Burnout
Rho Spearman	Personal structure	Coeficiente de correlación	-0,274**
		Sig. (bilateral)	0,034
		N	300

According to the data in this table, it is identified that the compatibility proves to be 0.034 and less than 0.05, affirming the existence of a connection between personal structure and Burnout Syndrome, with a relationship level of -0.274, appreciating that the level of correlation that exists is negative low, which is why the null hypothesis is denied and the alternative is confirmed. Consequently, it follows that educators will have less risk of suffering from Burnout Syndrome, as they could manage their time efficiently.

4. Discussion

A connection was established between them, indicating a moderately negative level of relationship. This suggests that as teachers develop better resilience management to overcome obstacles, their likelihood of developing Burnout Syndrome decreases. Similarly, Tacca and Tacca (2019) found a correlation

between the aforementioned variables and stated that resilient individuals can overcome adversity and increase their work productivity. These studies highlight the importance of improving teacher resilience and providing support to mitigate the effects of this syndrome. In this context, the study by Mesurado and Laudadío (2019) showed a relationship between the variables analyzed, emphasizing that faculty with more time in the workforce tend to react more effectively to challenging circumstances. These findings are based on the High Reliability Theory (La Porte, 1996), which holds that humans are equipped to face challenges and overcome them successfully (Schelvis, Zwetsloot, Bos & Wiezer, 2014). Additionally, Gu and Day (2013) suggest that teachers need to demonstrate the ability to maintain stability and face various challenges both contextually and personally (Mansfield, et al., 2016) and to implement defense elements in problematic situations (Beltman, et al., 2011). This syndrome has a negative impact concerning the educational and social system, as it reduces teaching efficacy, job satisfaction, and increases absences at work (Kroupis, et al., 2017). Likewise, Burnout Syndrome triggers behavioral issues, both in the business and social aspects (Ozturk, 2020).

This suggests that as educators establish a close and appropriate relationship with their immediate family, the chances of experiencing Burnout Syndrome will decrease. Likewise, according to Tacca & Tacca (2019), it was found that faculty members with families have a lower likelihood of suffering from Burnout Syndrome. This is due to the support and positive attitude their relatives provide during challenging times. Similarly, Salcedo et al. (2020) argued that, due to the pandemic, educators were forced to balance family and work responsibilities, which are considered essential elements to increase their peace of mind. From a theoretical standpoint, the results are based on previous studies such as those by Hjemdal et al. (2006), who emphasize that one's nature and the support received from the family are crucial elements, especially during challenging periods, as mentioned in Friborg et al. (2005). Meanwhile, Castro et al. (2018) highlighted seeking support and problem-solving as valuable tools for practicing resilience in the face of adversity. This demonstrates the importance of educators establishing a healthy closeness with their families.

This indicates a low negative connection, which means that as teachers enhance their disposition to deal with others, their likelihood of manifesting Burnout Syndrome will be low. Martinez, et al. (2019) conducted an investigation that affirmed interpersonal intelligence and body expressions as key components contributing to avoiding Burnout Syndrome. In this context, educational institutions at their various levels have the opportunity to make contributions that promote the mental well-being of their teachers through the implementation of programs that encourage the development of emotional intelligence. In this regard, Holguín et al. (2019) revealed that being in regular contact with directors helps increase resilience levels. It is essential to note that the findings align with the resilience theory in social systems, recognizing the vital components that serve to learn to be resilient (Van Breda, 2011). Likewise, Hjemdal et al. (2006) argued that social capacity promotes flexibility in social matters and the development of communication skills. According to Roeser, et al. (2012) and Jennings, et al. (2013), when teachers lack the elements needed to effectively guide emotional and social challenges, the possibility of individual problems increases, which affects teachers' exhaustion. Additionally, Bono, Yong, and Yue (2005) indicated that a lack of fairness in building relationships with others can be a triggering factor for Burnout Syndrome.

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the importance of educators establishing a healthy closeness with their families.

It can be asserted that if educators receive more support from their relatives, friends, and loved ones, they will be at a lower risk of experiencing Burnout Syndrome. Similarly, Vicente de Vera (2020) showed that resilience plays a vital role in coping with challenging situations in both personal and social life. Therefore, it is necessary to determine the elements involved in teacher resilience. On the other hand, O'Brien et al. (2019) emphasized the importance of providing a positive and engaging environment for faculty members where they have the opportunity to grow not only academically but also in other aspects of their lives. This perspective aligns with Hjemdal et al. (2006), who inferred that belonging to a suitable social environment helps increase resilience levels, leading to greater personal and professional growth of faculty members and a higher degree of commitment to students (Valentino & Sosnowski, 2019).

Educators capable of effectively planning and managing their time are less likely to experience Burnout Syndrome. Similarly, Salazar (2018) concluded that teachers expressed their inability and lack of interest in meeting work demands due to the emotional fatigue they experience. Additionally, Estrada & Gallegos (2020) inferred that in the Peruvian context, teachers experienced physical and emotional exhaustion driven by the high demands of higher education institutions, hindering their ability to effectively manage their time and fulfill work obligations. The research findings align with Patlán's proposal (2013), suggesting that employees who cannot balance work duties with their individual skills are more likely to experience Burnout Syndrome. Therefore, it is crucial to implement programs and strategies to reduce the incidence of this syndrome (Guidetti et al., 2018) as it negatively impacts the educational environment and reduces teacher effectiveness (Smetackova, 2017). Furthermore, the theory of organizational consciousness supports the idea that individuals should be able to perform their tasks and face unexpected scenarios (Weick & Sutcliffe, 2007). Consequently, teachers with broader personal resources can manage their time and navigate changes effectively (Salmela, Hietajärvi & Lonka, 2019).

5. Conclusions

According to the results, the study revealed a significant association between resilience and Burnout Syndrome, indicating a moderate negative correlation. The statistical significance, with a p-value less than 0.05, supports the notion that an increase in educators' resilience is associated with a lower likelihood of experiencing Burnout Syndrome. Similarly, it was shown that 61.7% of educators express a desire to improve their ability to effectively handle challenging situations and overcome them successfully. In contrast, 36.37% of teachers displayed high levels of this condition, indicating their experience of significant physical and psychological fatigue.

The findings also show a significant association between the dimension of individual capacity and Burnout Syndrome, with a statistical significance level less than 0.05. Furthermore, the relationship between these variables is described as moderate and adverse. Likewise, it was determined that 61.67% of educators had a moderate ability to face obstacles and develop self-confidence. The aforementioned results underline the need to enhance educators' personal capabilities as a strategic approach to improve their resilience and self-confidence.

With a low negative correlation and a significance level less than 0.05, it can be inferred that the findings show a vital association between the social capacity component and Burnout Syndrome. Also, 61.67% of educators reported a moderate ability to relate to others and enjoy their company.

A significant association was observed between the family aspect dimension and Burnout Syndrome, as indicated by a significance of 0.05, suggesting a low negative correlation. Meanwhile, 36.67% of the academics believe their family situation should improve.

Additionally, a significant link between social support and Burnout Syndrome was noted, with a low degree of negative correlation (sig. 0.05). This implies that the more social support educators receive, the less likely they are to experience this syndrome. Similarly, 48.33% of these professionals had a low degree of social support, indicating that their relatives and friends do not regularly assist them.

In this context, it was shown that there is a relationship between personal structure and Burnout Syndrome, which is categorized as a low correlation with a significance less than 0.05. Also, it was found that 78.33% of the teaching staff had a medium level of mastery in this area. As a result, it is recommended that they strive to maximize their capacity in terms of planning and setting daily work boundaries to meet them on time, despite adverse conditions.

6. Recommendations

Implement virtual or face-to-face areas of psychology in universities to provide emotional support to teachers, understanding that today mental health is fundamental, and the houses of studies must support the affected population.

Make the corresponding permits to carry out psychological workshops about the competences of the professors, in this way, their confidence and ability to face various challenges at work, personal, family and social will be reinforced.

Strengthen contact networks between teachers and psychologists or health professionals, including using motivational videos on different topics of physical, mental and nutritional health.

Carry out workshops with teachers and their families because it is essential to strengthen the emotional bond with family members, through psychological and spiritual support, an improvement in the family environment will be evident.

The area of human resources should not only focus on the payrolls but should also show interest to the human side of teachers and organize integration activities, meetings for holidays, implement incentive plan or recognition for the achievements of teachers, etc.

Provide individual psychological therapies and talks on various topics associated with personal and professional development, in this way it will show the staff, the interest of the university for its teacher.

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