

Burnout estudiantil en universitarios veracruzanos

Student Burnout in Veracruz University Students

Burnout Estudante em universitário de Veracruz

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Resumen

Introducción.- La formación académica del estudiante universitario, lo obliga a tener que enfrentar y resolver retos y desafíos del entorno, como son: horarios quebrados, manejo de tecnología, dominio de otro idioma, sobrecarga académica, tiempo limitado para estudiar para los exámenes que se les empalman, entrega de trabajos para el mismo día, el vivir solos, el no tener tiempo para alimentarse bien, el mal dormir, y la escases económica entre otros son fuente de estresores, a los que el estudiante está expuesto de manera permanente, facilitando con ello la posibilidad de presentar el síndrome de burnout estudiantil, que quiere decir, la presencia de un estado de agotamiento físico, emocional y cognitivo en el

estudiante. Esta investigación tuvo como **objetivo** identificar el perfil descriptivo del síndrome de burnout estudiantil, que manifiestan los alumnos de la Licenciatura en Psicología y Administración de dos Universidades públicas en Veracruz, México. El **Método** fué cuantitativo y el nivel de estudio descriptivo. El **Instrumento** utilizado fue la Escala Unidimensional del Burnout Estudiantil. La población fue de 155 estuantes de Psicología de la Universidad Veracruzana y 101 de la Licenciatura en Administración del Instituto Tecnológico de Veracruz, un total de 256, en los **Resultados**, con una distribución del 100% para cada carrera, se encontró con nivel alto de burnout estudiantil un 1.29% en mujeres de la licenciatura en administración, y un 0% en los hombres, en cuanto a la licenciatura en psicología ni hombres ni mujeres presentaron nivel alto de burnout estudiantil. **Conclusiones.** Se concluye que es necesario realizar investigaciones orientadas hacia la intervención, para erradicar la presencia de burnout estudiantil.

Palabras claves: *Nivel, burnout estudiantil*

Abstract

Introduction.- The academic education of University student, requires it having to confront and resolve challenges and challenges of the environment, such as: broken schedules, management of technology, proficiency in another language, academic overload, limited time to study for the exams that will abut them, works for same day delivery, living alone, not having time to feed is well, the bad sleep, and the scarcity economic among others are source of stressors, that the student is exposed of way permanent, facilitating with it the possibility of presenting the syndrome of student burnout, which means, the presence of a State of physical, emotional and cognitive depletion in the student. This research **Objective** is to identify the descriptive profile of the burnout syndrome student, showing the students of the degree in psychology and management of two public universities in Veracruz, Mexico. The method was quantitative and the level of study descriptive. The **Instrument** used was the One-dimensional Scale of the Student Burnout. The population was 155 students of Psychology of the University of Veracruz and 101 students of of Management from the Technological Institute of Veracruz, a total of 256, in the **Results**, with a distribution of 100% for each Bachelor's degree, met with high level of

student burnout a 1.29% in women of the Bachelor's degree in Management, and 0% in men, with regard to the Bachelor's degree in psychology or men or women presented level high of burnout student. **Conclusions.** It is concluded that it is necessary to conduct the intervention-oriented research, to eradicate the presence of student burnout.

Key Words: *Level, Student Burnout*

Resumo

Introdutória estudante formação Academic College, obriga-o a ter de enfrentar e resolver desafios do ambiente, tais como: horários quebrados, tecnologia de manuseio, o domínio de outra língua, a sobrecarga acadêmica, tempo limitado para estudar para os exames são cabeçada, oferecendo trabalho para o mesmo dia, viver sozinho, não ter tempo para comer bem, falta de sono, e escassez económica entre outros, são uma fonte de estresse, que o aluno é exposto de forma permanente, facilitando, assim, a possibilidade de apresentar a síndrome de burnout estudante, o que significa a presença de um estado de exaustão física, emocional e cognitivo do aluno. Esta pesquisa teve como objetivo identificar o perfil descritivo da síndrome de burnout estudante, manifestando Grau estudantes de Psicologia e Administração de duas universidades públicas em Veracruz, México. O método foi o nível de estudo quantitativo e descritivo. O instrumento utilizado foi a escala unidimensional Burnout Student. A população era 155 estuantes de psicologia da Universidade Veracruzana e 101 da Licenciatura em Administração de Empresas pelo Instituto Tecnológico de Veracruz, um total de 256 nos resultados, com a distribuição de 100% para cada corrida, ele encontrou alta esgotamento estudante 1,29% em mulheres formado em administração, e 0% nos homens, quanto ao grau em psicologia nem os homens nem as mulheres tinham um alto nível de burnout aluno. Conclusões. Conclui-se que a investigação é necessária a intervenção orientada para erradicar a presença de burnout aluno.

Palavras-chave: *Nível, estudante de burnout.*

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Introduction

Today is living a great uncertainty, before the wave of violence, insecurity social, unemployment, instability economic and political, coupled with to changes vertiginous in science, in technology, globalisation in general, that have affected both the nature and the human being, because they have brought extremely complex contexts, requiring the person greater capacity for adaptation, not only psychological, also physical resources.

Very often the challenges and demands are so high that become unbearable, creating an imbalance in health, as it is the burnout syndrome, defined as a syndrome of three dimensions: 1) Exhaustion or emotional exhaustion, defined as the tiredness and fatigue experienced by the worker, that it may manifest itself physical and/or psychic, described feeling not to give more of himself to others; 2) Depersonalization, defined as the development of feelings, attitudes and negative responses distant and cold towards others, especially towards the beneficiaries of the work itself and finally; 3) Low personal accomplishment or achievement, which is characterized by a painful disappointment to give meaning to life and to personal achievements, with feelings of failure and low self-esteem (Maslach and Jackson 1986).

Alarming figures around this problem, so the International Labour Organization (ILO), said that 75% of Mexicans who work have work-related stress, percentage that puts Mexico among the first places at the international level, there is China with 73%, while the United States has a 59%, this organization also says that this disease of not only work-related stress affects worker but directly to any country's economy, representing a loss between 0.5% and 0.3% of the gross domestic product (GDP) of every nation. Meanwhile the Instituto Nacional de Estadística y Geografía (INEGI, 2014), mentions that in Mexico the GDP, Hill this year with an increase of 2.1%, i.e. economic losses for the nation are millionaires because of work-related stress, in addition this condition has caused heart attacks that year after year 35% of 75 thousand are recorded on average in this country. The Mexican Social Security Institute (IMSS by its name in Spanish) corroborate these statistics pointing to that of every 10 workers 7.5 suffer from work-related stress.

The academy currently does not escape this situation and therefore to the possibility that stress and burnout are present in those who integrate it, so this research aims to identify the descriptive profile of student burnout syndrome that manifest the Two-year undergraduate students in two public schools.

Since Selye in 1960 published that stress is the sum of all non-specific effects of factors (daily activities, disease-producing agents, drugs, inadequate living habits, abrupt changes in the workplace and Family) that can act on the person "(Martínez and Díaz, 2007, p.13).

Different scientific disciplines such as the medical, chemical, biological and psychological sciences have been careful to investigate from their stress perspective. It is interesting to note that today stress is studied from an integrative and multimodal approach, which means that stress must be analyzed as a set of variables that work in a synchronous and diachronic way, energized throughout the life cycle.

According to this, Barraza (2005, p.3) states that "the types of stress are usually classified on the basis of the Source of stress (...), in this sense one can speak of love and marital stress, sexual stress, family stress, bereavement stress, medical stress, occupational stress, academic stress, military stress and Of stress for torture and imprisonment. " Then the stress generated in an academic environment is called academic stress, school stress, test stress, among others.

Unfortunately the school is considered as a source of stress for all who are in it, we have for example that teaching is considered as one of the most stressful professions, in this regard Feitler and Tolkar (1997), show that 16 percent Of the professors consider their profession as "very stressful" or "extremely stressful". Continuing with the professors, in a study conducted by Barradas (2015) with a population of 24 professors in the area of health sciences and 30 professors in the area of the humanities, with ages ranging from 30 to 70 years and with educational degree of Master and Doctorate, using the Novak Stress Profile as an instrument, found that 4.16% showed a level of stress that represents a risk to health, while 29.16% presented relative strength in the face of stress situations and their effects on the Health.

As for the other sector of the academic community; Students, the same author points out that teacher evaluation, work overload, classroom expositions, essays or research work, and stress with teachers are factors considered by the students themselves as stressors. That they live in situations that compel them to generate bad eating habits, to have problems of sleep or to not sleep enough for having to study and to perform tasks, also favors the one that regularly consume drugs, like alcohol or other type of drug. In this academic sector, there are some studies such as: Bittar (2008), which indicates that 56.9% of postgraduate students of Public Health at the University of Guadalajara present burnout. Or the study by Dyrbye and Shanafelt (2002) who state that 45% of students in recent years, from three medical schools, of the Minnesota Clinic have burnout syndrome.

Consequences of burnout.- Burnout generates consequences both personal, family and work, as noted the most relevant studies of the medical literature on the subject. However, there are numerous discrepancies between different authors regarding the main consequences that affect teachers in their field of work, some mention that in the personal scope among the consequences include the inability to disconnect from work, sleep problems, Fatigue that increases susceptibility to disease, gastrointestinal problems, back, neck, headaches, coronary heart disease, cold sweat, nausea, tachycardia, increase of viral and respiratory diseases related to numerous times with the use of tranquilizers, stimulants, Coffee, tobacco, alcohol and other drugs, highlighting in the bibliography the proliferation of alcohol consumption among teachers.

In the same vein, other authors find that higher scores on depersonalization lead to an increase in psychophysiological disorders, while others point out that a high level of stress predicts physical and mental health problems.

Also, Matud, M.P., García, M.A. And Matud, M.J. (2002) point out that dissatisfaction with the job role and work pressure are correlated with symptoms of somatic, depressive, anxiety and insomnia type.

On the other hand, Calvete and Villa (2000) present significant correlation coefficients between emotional exhaustion and symptoms of depression, somatization, anxiety, cognitive difficulties and interpersonal sensitivity. These same ones indicated that the consequences that affect to the teacher who suffer burnout are numerous: lack of self-

realization, low self-esteem, isolation, tendency to self-discipline, negative attitudes towards oneself and others, feelings of inferiority and incompetence, Loss of ideals, irritability, even more extreme cases of suicide attempts, severe depressive symptoms, generalized anxiety, social phobia and agoraphobia.

Finally, it is possible to point out as an evident consequence of the stress and burnout syndrome, labor and / or academic dissatisfaction, quoted by a high number of authors.

Method

Kind of investigation. The study is a descriptive one that according to Hernández, Fernández and Baptista (2014), aims to establish the characteristics, levels of association, forms of manifestation or indexes of occurrence of the research problem.

Method. It was done through a quantitative methodology; Which according to Hernández, Fernández and Baptista (2014) is the method that uses the collection and analysis of data to answer research questions, relying on numerical measurement, counting and frequently on the use of statistics to accurately establish patterns of Behavior in a population.

Definition of variable.- Burnout.- State of physical, emotional and cognitive exhaustion produced by prolonged involvement in situations generating stress. (Barraza, A. 2008).

Instrument.- The One-Dimensional Scale of Student Burnout (EUBE). The instrument consists of 15 questions that can be answered using the Likert scale of four assigned values (never, sometimes, almost always and always). It has a reliability of 0.91 and a Cronbach alpha of 0.89 in reliability by halves; These results have been evaluated as very good according to the rating scale assigned by De Vellis (Barraza 2008).

Objective of Investigation.- identify the descriptive profile of the burnout syndrome that manifest of the degree in Administration of the Technological Institute of Veracruz and the Degree in Psychology of the University of Veracruz.

Population.- 256 students of which 155 are from the Faculty of Psychology of the University of Veracruz 48 of them are men and 107 are women. And 101 students of the

Degree in Administration of the Technological Institute of Veracruz of which 24 are men and 77 are women. See Table 1

Table 1 Socio-demographic characteristics of the participating students.

CATEGORÍA	CARACTERÍSTICA	N	%
Facultad	Psicología UV	155	60.5
	Administración ITV	101	39.4
Sexo	Hombre	72	28.1
	Mujer	184	71.8
Edad (media)	20.6 años de edad		
Estado Civil	Soltero	245	95.7
	Casado	7	2.7
	Otro	4	1.5
No. De Hijos	Si	10	3.9
	No	246	96.0
trabaja	Si	60	23.4
	No	196	76.5
Generación	Iniciales	107	41.7
	Intermedios	36	14.0
	Avanzados	113	44.1

Fuente: Propia

Results

Figure 1

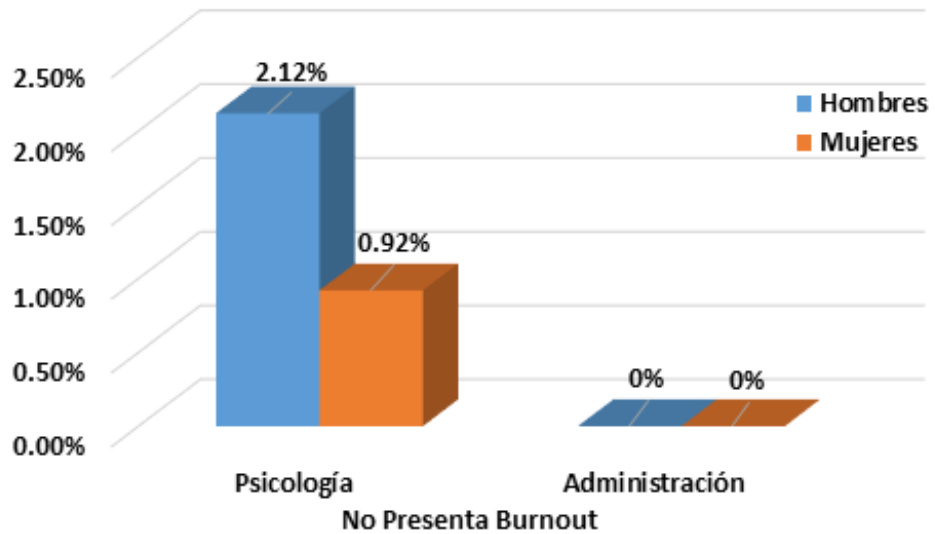


Figure 1. According to the sex, Student Burnout was not presented in students of Psychology and Licensed in Administration

Figure 2

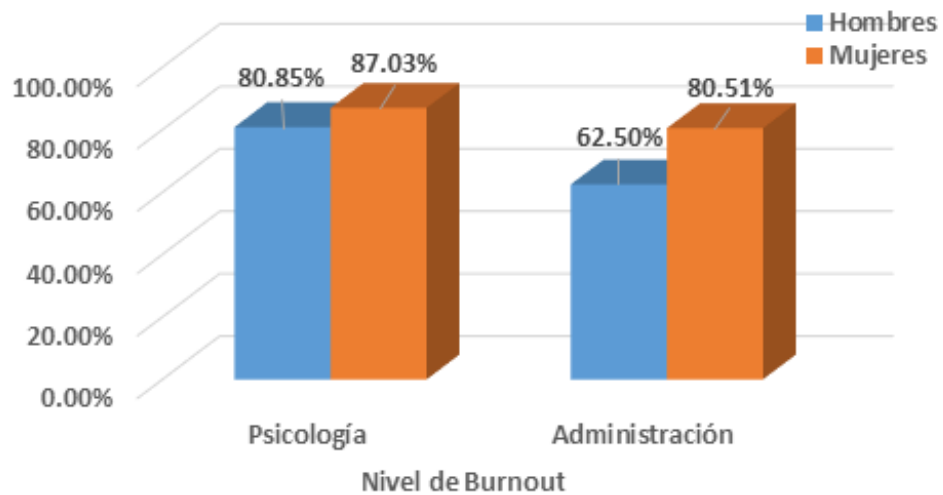


Figura 2. According to sex Light Level of Student Burnout in students of Lic. In Psychology and Lic. In Administration

Figure 3

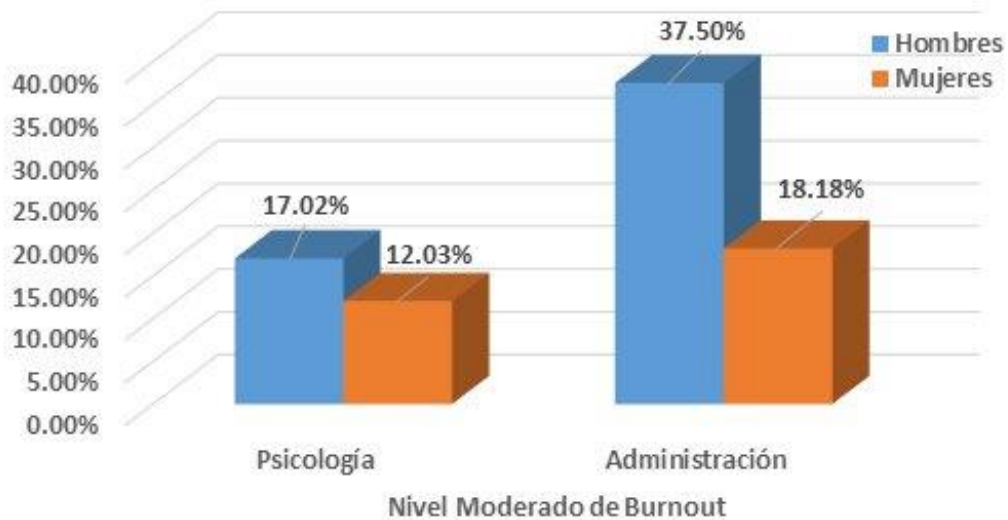


Figure 3 According to sex Light Level of Student Burnout in students of Psychology and Licensing in Administration

Figure 4

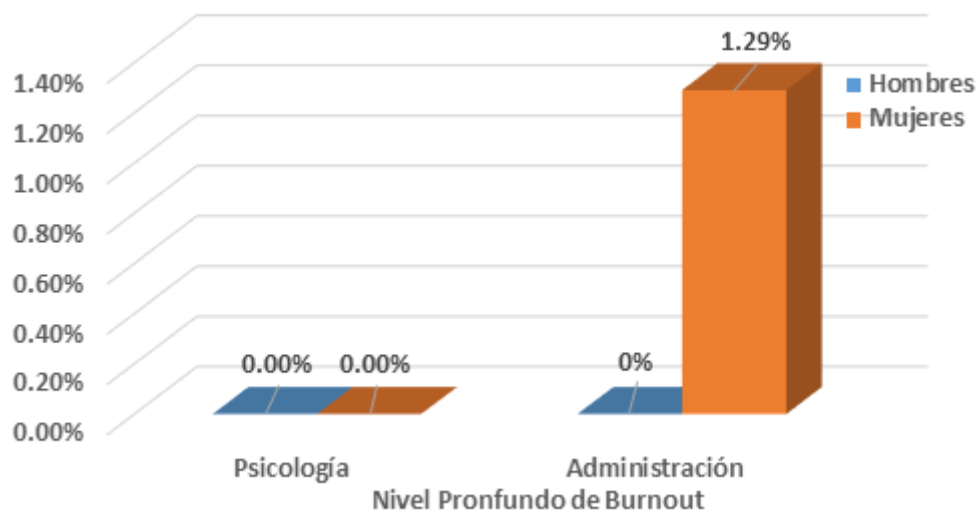


Figure 4. According to sex Light Level of Student Burnout in students of Lic. In Psychology and Lic. In Administration

Figure 5

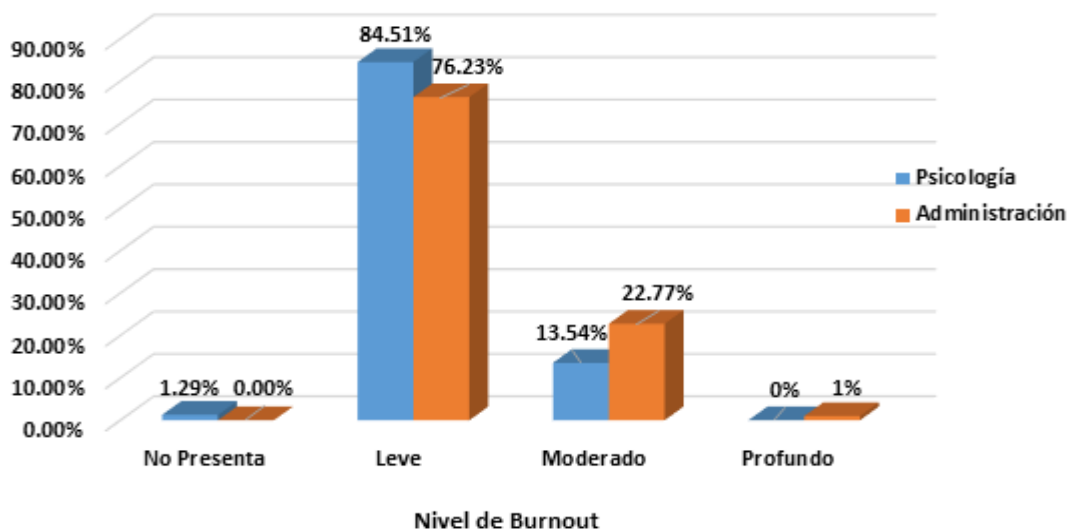


Figure 5. With a general population in each race, Student Burnout Levels in students of Psychology and Licenciatura in Administration

Figure 6

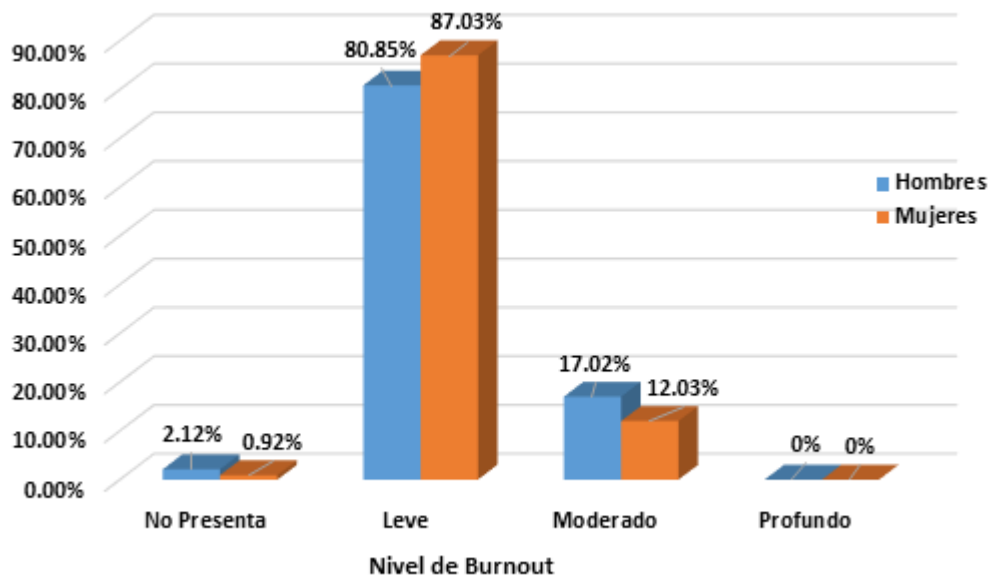


Figure 6. According to sex Levels of Student Burnout in students of Lic. In Psychology of the Universidad Veracruzana

Figure 7

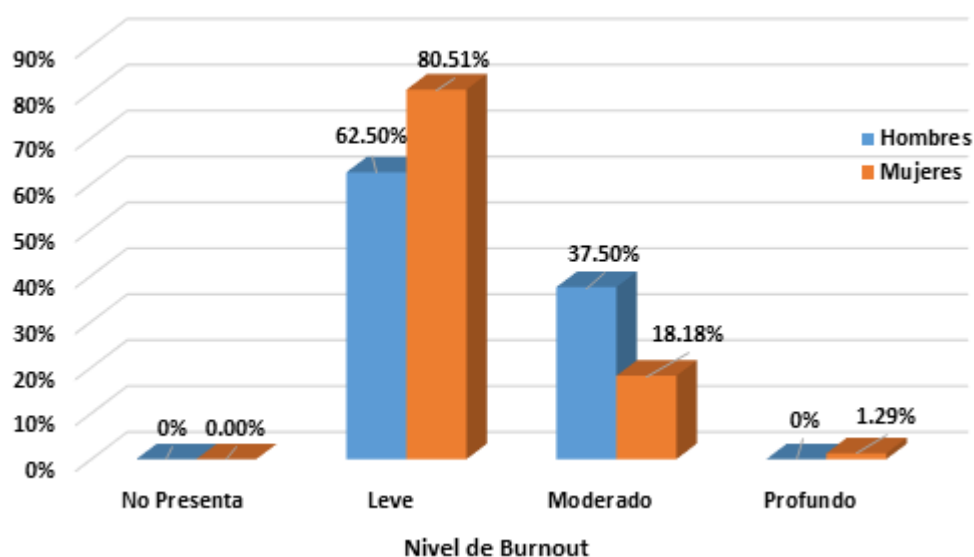


Figure 7. According to sex Student Burnout Levels in students of Lic. In Administration of the Technological Institute of Veracruz

Discussion

The present work approaches the subject of burnout not so studied in the academic field and especially in students. Burnout is considered as the result of prolonged exposition in stress-generating situations to the point of not taking into account personal needs, thus generating a state of physical, emotional and cognitive exhaustion (Barraza 2009). The objective was to identify the level of burnout syndrome in students of the Licentiate in Psychology of the Veracruz University (n = 155) and students the degree in Administration of the Technological Institute of Veracruz (n = 101). The One-Dimensional Student Burnout Scale was used. The results found reveal the existence of student burnout, in a higher percentage in the mild level, following the moderate level and only in a career the deep level, these are the first findings in both races on student burnout, being this one of the main contributions Of research, which favors ratifying the cognitive-systemic model of academic stress (Barraza, 2007a, Berrio and Mazo, 2011), which indicates the interaction of stress variables, as a filter through which the stressors that surround To the student is to say

those internal representations of the particular and problematic evaluations. Results similar to those found in this study were those reported by Barraza (2009) who used the same Unidimensional Scale of Student Burnout in a total population of 663 students from two races confirming that students surveyed presented a mild level of this syndrome .

In the present investigation it was observed that in both races are the male students who present mild burnout, as in both races, they are the women with higher percentages of moderate burnout. Similar to these results were those found by Moreno-Jiménez B, Carvajal R.R., Escobar R.E. (2001) in a sample of 51 students of the Faculty of Nursing and Obstetrics of the Universidad Juárez of the State of Durango, who were applied the One-Dimensional Scale of Student Burnout found that all the students surveyed presented the burnout syndrome, This level was slight (84% of respondents).

In another study this time by Rosales R. (2012), with 70 first year students at the Medical Sciences University of Holguín, Cuba; 35 of each sex, who were given the same instrument One-Dimensional Scale of Student Burnout, it was found that most of them manifested the mild burnout syndrome, and it was the female gender most affected.

Also the results found by Caballero et al. (2007) were again similar to those previously mentioned, they worked with students of psychology in which they found that 41.6% of them presented the student burnout syndrome, in addition they described themselves with the feeling of not being able to give more of them And a cynical attitude about the value and meaning of their tasks as students. 38.2% experienced exhaustion, 29.7%, cynicism and 48.6%, a feeling of ineffectiveness. There is another study by the author Bittar (2008), which points out results similar to those found in this study and in the other authors, with respect to psychology students, she points out that 56.9% of postgraduate public health students Of the University of Guadalajara present burnout. According to this researcher, the syndrome was distributed according to the race as follows: 34% Law students, 13% Psychology students, 13% Administration, 10% Marketing, 9% Public accounting, 8% International Relations, 6% Information System, 3% Tourism, and 2% Communication.

It will be interesting to see if gender is important for these results to be presented. Among the strengths of this study are: the representativeness of the academic degree, the characteristics of the two public institutions of higher education, the same instrument used, as well as the voluntary participation of the students. There are also limitations: the number of participants, since it represents only the particular generation of each career in both educational institutions, in addition the absence of other instruments that allowed us to see the symptoms that could already be presented the participants of this study, as well as The social, economic and cultural characteristics that were not considered for the same.

Conclusions

As it was pointed out at the time, there are research results that demonstrate how the academic field is considered as a source of stress for all who are in it, thus we have that the student faces a series of such stressors Such as academic overload, compulsory work, participation before the group and overcrowding (overcrowding in the classroom), and particularly in the University of Veracruz and the Veracruz Technological Institute, their educational model generates tension as educational experiences are not always offered. They need to add up their credit advance, or the schedules are too broken leaving many free hours between one class and another, which generates that they can not attend their home to eat, or do not have enough time to sleep well. Sometimes the supply and demand of educational experiences become saturated and can no longer choose the ones they require; on the other hand, the economy of most of these students in both institutions is very scarce, a situation that generates tension in having to face expenses In academic materials, several of them have to help with something to sell at school, these are some of the difficult situations that students face. Considering that the prolonged involvement in stressful situations such as those mentioned above, produces burnout, indicates that the student exposed to these situations of stress permanently, undergoes a state of physical, emotional and cognitive exhaustion, sufficient reasons that Motivated the present investigation in which the following was found:

Comparing for each level of student burnout with a weighting of one hundred percent for men and one hundred percent for women in each race:

In the mild level of student burnout, 80% of men and 87.0% of women in psychology were found in psychology, and in administration 62.5% of men and 80.5% of women. .

As for the moderate level of student burnout in psychology, 17.0% were found in men and 12.0% in women, and 37.5% in men and 18.1% in women.

As for the deep level of student burnout in Psychology, no cases were found, whereas in Administration, 1.29% were found in women.

On the other hand taking into consideration a weight of 100% for the total population, in each race we have to:

84.5% of students in general of Psychology and 76.23% of students in general of Administration, present a slight level of burnout. While 13.54% of psychology students and 22.77% of students in Administration have a moderate level of burnout. And only 1.29% of students of Administration present a deep level of burnout.

And finally comparing the levels of burnout within each race with a weight of 100% for each sex we have to:

The level of student burnout at the Faculty of Psychology is slight, with 80.8% in men and 87.0% in women, while the moderate level of student burnout was found to be 17.02% in men and 12.0% in women . And the deep level of student burnout in no sex in this degree was not reported.

The Bachelor's degree in Administration also highlights the mild level of burnout with 62.5% in men and 80.5% in women, followed by a moderate level of student burnout with 37.5% in men and 18.18% in women. If the deep level of student burnout was found only in women with 1.29%.

The foregoing forces us to suggest for future studies, to take into consideration other variables, such as demographic, it is suggested to have a larger and representative sample of different careers and if possible with different educational models. Also generate intervention research based on the systemic cognitive model of academic stress, in order to enable students in different coping techniques, so that they can give an adequate management to the stressors to which they are exposed.

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