



Characterization of the psychological burnout in university professors in Latin America: A bibliographic review

Caracterización del síndrome del agotamiento psicológico en profesores universitarios de América Latina: una revisión bibliográfica

Gina Mahecha-Naranjo¹, Leandro Álvarez-Alucema², Yelis Campo-Torregrosa³, Tirza Caballero-Olivares⁴, Rubén López-Sepúlveda⁵

1. Universidad Nacional Abierta y a Distancia. Santa Marta, Colombia. Correo: gina.mahecha@und.edu.co - <https://orcid.org/0000-0002-5672-4513>
2. Universidad del Magdalena. Santa Marta, Colombia. Correo: lalvarez@unimagdalena.edu.co - <https://orcid.org/0000-0002-5900-2647>
3. Universidad Nacional Abierta y a Distancia. Santa Marta, Colombia. Correo: yelis.campo@unad.edu.co - <https://orcid.org/0000-0002-5972-1350>
4. Universidad Nacional Abierta y a Distancia. Santa Marta, Colombia. Correo: tirza.caballero@unad.edu.co - <https://orcid.org/0000-0001-5413-3042>
5. Universidad del Magdalena. Santa Marta, Colombia. Correo: rlopez@unimagdalena.edu.co - <https://orcid.org/0000-0001-5413-9356>

How to cite this article: Mahecha-Naranjo G, Álvarez-Alucema L, Campo-Torregrosa Y, Caballero-Olivares T, López-Sepúlveda R. Caracterización del síndrome del agotamiento psicológico en profesores universitarios de América Latina: una revisión bibliográfica. Duazary. 2023;20(3):197-203. <https://doi.org/10.21676/2389783X.5446>

Received on August 31, 2023
Accepted on October 08, 2023
Posted online October 10, 2023

ABSTRACT

Keywords:
Burnout;
Psychology;
Professors;
University;
Review.

Introduction: Teaching requires dedication, time, and mental work due to the diversity of tasks that must be carried out, which can generate burnout (psychological exhaustion). However, reviews of the characteristics of burnout in Latin American university professors still need to be discovered. **Objective:** To characterize psychological exhaustion in university professors in Latin America. **Method:** A bibliographic review of original studies was conducted from different sources in Spanish, English, and Portuguese with the keywords work stress, burnout, psychological exhaustion, teaching, and university professors. The frequencies of the characteristics of the dimensions of psychological exhaustion were described. **Results:** Eleven investigations showed that depersonalization mainly manifests burnout (up to 90%). Emotional exhaustion and low personal fulfillment reached up to 82%. **Conclusions:** Burnout among university professors manifests mainly with depersonalization. New systematic reviews should summarize the variables associated with psychological exhaustion in Latin American university professors.

RESUMEN

Palabras clave:
agotamiento psicológico;
psicología;
docentes;
universidad;
revisión

Introducción: la labor docente le exige dedicación, tiempo y trabajo mental por la multiplicidad de tareas que debe desarrollar que pueden generar agotamiento psicológico (burnout). Sin embargo, se desconocen revisiones de las características del agotamiento psicológico en profesores universitarios latinoamericanos. **Objetivo:** caracterizar el agotamiento psicológico en profesores universitarios de América Latina. **Método:** se condujo una revisión bibliográfica de estudios originales en diferentes fuentes en español, inglés y portugués con las palabras clave: estrés laboral, 'burnout', agotamiento psicológico, docencia y profesores universitarios. Se describieron las frecuencias de las características de las dimensiones del agotamiento psicológico. **Resultados:** se incluyeron 11 investigaciones que mostraron que el agotamiento psicológico se manifiesta principalmente por despersonalización (hasta 90%). El agotamiento emocional y la baja realización personal alcanzaron hasta el 82%. **Conclusiones:** el agotamiento psicológico se manifiesta principalmente con despersonalización. Nuevas revisiones sistemáticas deben resumir las variables asociadas a agotamiento psicológico en profesores universitarios latinoamericanos.

INTRODUCTION

Teaching requires dedication, time, and mental work due to the multiplicity of tasks that stress¹. Stress among teachers impairs work performance and absenteeism associated with physical and mental exhaustion, including depressive disorders, and can also be configured as psychological exhaustion (*burnout*)².

It has been shown that teachers, in their desire to respond to the requirements of the educational environment, whether due to the demands of modernity, information and communication technologies (ICT), speed and quantity, and information, their work performance could be better. Absenteeism and depression have increased in the union due to physical and mental exhaustion².

Psychological exhaustion in university professors can arise from the discrepancy between the individual ideals of the educator that he/she seeks to transcend by providing suitable training to his/her students and the reality of daily occupational life³. Psychological exhaustion is a state of physical, emotional, and mental exhaustion that results from work and emotional overload^{4,5}. Psychological exhaustion is the response to chronic stressors characterized by emotional overload, depersonalization, and disinterest in the professional role⁶.

The demands and pressures of work can trigger work stress in people. The effects caused by work stress are usually multidimensional; the extraordinary effort of the body affects physical health⁷.

Teachers constantly face new demands, such as making periodic and innovative changes in their teaching, making decisions, and updating themselves based on each technological advance⁸. This can manifest as emotional exhaustion, depersonalization⁹, the feeling that work is endless, physical symptoms, symptoms of depression or anxiety, and decreased productivity¹⁰⁻¹². However, the strategies to positively confront the challenges¹³.

Previous reviews have shown the frequency of psychological exhaustion in teachers of basic training institutions² and university teachers³. However, the dimensions of psychological

exhaustion were omitted, especially those proposed by Maslach⁶. Differentiating psychological exhaustion in Latin American university teachers could help understand how social and cultural aspects shape the manifestations of distress⁸.

The objective of this review was to characterize psychological exhaustion in university professors in Latin America.

METHOD

Design

A systematic review was designed to identify relevant studies.

Search strategy

Studies published between 2015 and 2019, written in Spanish, English, or Portuguese, from research that reported the dimensions of psychological exhaustion in databases CUIDEN, Dialnet, Proquest, and Science Direct were included. The following keywords were used: Psychological exhaustion, work stress, burnout, burnout syndrome, teaching, and university professors. Boolean operators such as AND, NOT, and OR were used in different combinations.

Analysis

An Excel matrix was designed that included the article's name, author, year of publication, country, sample, instruments, and results.

RESULTS

Forty-four studies were found. Thirty-one documents were excluded because they were repeated. Thirteen research results were reviewed. The studies were conducted in Mexico, Colombia, and Ecuador, with five, four, and three studies, respectively¹⁴⁻²⁴. However, it was necessary to exclude one of them. After all, it did not report frequency but rather the mean and standard deviation of the scores²⁵ and another because it omitted the dimensions of psychological exhaustion²⁶.

The 12 studies included the participation of 770 teachers aged between 25 and 65 years; 70% of the

sample were men, married, or in a common law union.

The academic training of the teachers subject to the study is high; 23% of them were doctors, 65% had master's degrees, and 12% were specialists. 47%, equivalent to 465 teachers, had job stability with indefinite-term contracts, 14% were part-time teachers, and 39% had hourly contracts. Likewise, their seniority in the institutions studied ranged between one and 42 years.

The psychometric instruments were multiple; However, dimensions of the different versions of the Maslach Burnout Inventory (MBI) followed: emotional exhaustion, depersonalization, and personal accomplishment. These dimensions include subcategories such as professional burnout, demotivation, professional satisfaction, anxiety and insomnia, depression, cynical and pessimistic attitudes towards students, noise, pollution of the physical environment, sociocultural consumption of coffee and tobacco, use of alcohol and other drugs, absenteeism, decrease in productivity and quality, elements that generate various information as they

are regulatory mechanisms of alterations and conflicts, that is, stressors or "motivators," which could be considered triggers for the appearance of psychological exhaustion (Table 1).

DISCUSSION

In the present review, it is observed that in university professors, between 2% and 82% present emotional exhaustion, 14% and 82% have low personal fulfillment, 6% and 94% depersonalization.

Previous reviews have addressed other populations and have not broadly characterized psychological exhaustion in teachers^{2,3}. Tabares-Díaz *et al*² found that between 0.7% and 43.4% of teachers, mainly from primary schools, were positive in some of the dimensions of the MBI in 53 studies reviewed. Likewise, Carranco *et al*³ reviewed 29 articles in which they mixed primary, secondary, and university education teachers without specifying the frequencies observed in the dimensions of psychological exhaustion.

Table 1. Selected studies.

Authors	Year	Sample	Instrument	Frequency
Luna <i>et al</i> ¹⁴	2018	144 teachers	MBI-ES	27.1% emotional exhaustion 38.2% low personal fulfillment 27.1% high depersonalization
Bríto-Laredo ¹⁵	2018	20 teachers	MBI-ES	71.7% emotional exhaustion 36.7% low personal fulfillment 58.3% depersonalization
Islas <i>et al</i> ¹⁶	2017	30 teachers (physicians)	CBP	1.5% emotional exhaustion 25% low personal fulfillment 6% depersonalization
Romero-Fernández <i>et al</i> ¹⁷	2019	56 teachers	MBI	12% high emotional exhaustion 14% low personal fulfillment 10% high depersonalization
Alarcon ¹⁸	2015	54 teachers	Nowack Stress Profile	32.5% high stress 44% little rest
Lemos <i>et al</i> ¹⁹	2019	61 teachers	PHQ-9, GAD-7, PSS-14	21.3% perceived stress (PSS-14) 6.6% depression (PHQ-9) 9.8% anxiety (GAD-7)
Villarruel-Fuentes <i>et al</i> ²⁰	2017	188 teachers	MBI	40.2% fatigue 33.0% emotional exhaustion
Acosta <i>et al</i> ²¹	2018	47 teachers	Survey sociodemographic	45% high stress
Castro <i>et al</i> ²²	2016	100 teachers	MBI-ES	82% emotional exhaustion 82% low personal fulfillment 94% depersonalization

Ruiz <i>et al</i> ²³	2016	30 teachers	MBI	14% emotional exhaustion 34% low personal fulfillment 50% depersonalization
Lambert <i>et al</i> ²⁴	2015	9,300 teachers	CARD, SASS	94.4% stress

MBI, Maslach Burnout Inventory; CBP-R, Teacher Burnout Questionnaire; PHQ-9, *Patient Health Questionnaire*; GAD-7, *Generalized Anxiety Disorder*; PSS-14, *Perceived Stress Scale*; CARD, *Classroom Appraisal of Resources and Demands*; SASS, *Schools and Staffing Survey*

Psychological exhaustion is the individual's reaction to daily work demands and pressures that can be perceived as stressors and contribute to work stress²⁷⁻³². In the present investigation, it was found that 53% of the teachers presented symptoms of psychological exhaustion; only medical teachers who participated in the research by Islas *et al*¹⁶ did not report psychological exhaustion.

Depersonalization appears as a dysfunctional way of coping with teacher stress. The teacher chooses to interpose a kind of barrier to prevent people who benefit from his work, according to his perception, from affecting him with possible negative comments¹⁵. Likewise, Luna *et al*¹⁴, Romero *et al*¹⁷, Castro *et al*²², and Ruiz *et al*²³ observed that this is more frequent after many years in the same activity.

For its part, low personal achievement or negative recognition can be related to job instability³³. This was a predictive element of high work stress in teachers in several studies included in this research^{14,17,22}.

The emotional symptoms of psychological exhaustion, especially low self-esteem and anxiety, cause them to distance themselves from other people, who are generally those who need their service, and show unempathetic behavior³⁴. Furthermore, these emotional alterations negatively affect cognitive functions such as memorizing data, abstract reasoning, and other judgments^{19,35}. These emotional symptoms, added to psychosocial factors (ambiguity in tasks, need to take work home, social support at work, work-family interference), increase the risk of developing depression^{36,37}. This is a spiral phenomenon in which the feeling of failure, helplessness, and professional frustration related to psychological exhaustion is added to poor self-esteem and negative thoughts typical of a depressive episode³⁹⁻⁴⁵.

It is necessary to take measures to reduce psychological exhaustion in university teachers. A healthy lifestyle and training in coping techniques (positive and negative appraisal, threat minimization, psychological well-being, and concentration on the

problem) should be promoted to reduce psychological exhaustion in academics¹⁸. Likewise, identify protective factors in each population⁴⁶⁻⁵⁰.

This review had the novelty of analyzing the dimensions of psychological exhaustion exclusively in university teachers. This aspect had been omitted in previous reviews^{2,3}. However, it has the limitation that the measurement of psychological exhaustion was done with different instruments, some of doubtful validity and reliability. This makes comparison between studies difficult.

CONCLUSIONS

Psychological exhaustion in university professors is mainly characterized by depersonalization. New systematic reviews should summarize the variables associated with psychological exhaustion in Latin American university professors.

STATEMENT ON CONFLICTS OF INTEREST

The authors declare that they do not present any conflict of interest.

CONTRIBUTION OF THE AUTHORS

First author: Original idea, writing, and bibliographic search.

Second author: Fieldwork and writing.

Third author: Bibliographic search and writing.

Fourth author: Writing and verification of bibliographic search.

Fifth author: Writing and adjustment of citation standards.

REFERENCES

1. Díaz-Bambula F, López-Sánchez AM, Varela-Arévalo MT. Factores asociados al síndrome de burnout en docentes de colegios de la ciudad de Cali, Colombia. *Univ Psychol.* 2012;11(1):217-227. <https://doi.org/10.11144/Javeriana.upsy11-1.fasb>

2. Tabares-Díaz YA, Martínez-Daza VA, Matabanchoy-Tulcán SM. Síndrome de burnout en docentes de Latinoamérica: Una revisión bibliográfica. *Univ. Salud.* 2020;22(3):265-279. <https://doi.org/10.22267/rus.202203.199>
3. Carranco SDP, Moreno M. Metanálisis de los artículos sobre estrés laboral docente en el período 2013-2017. *Recimundo.* 2019;3(1):522-554. [https://doi.org/10.26820/recimundo/3.\(1\).enero.2019.522-544](https://doi.org/10.26820/recimundo/3.(1).enero.2019.522-544)
4. Martínez A, Miret C. El profesional en urgencias y emergencias: agresividad y burnout. *An Sist Sanit Navar.* 2010;33(1):193-201. <https://doi.org/10.4321/S1137-66272010000200019>
5. Vásquez MMO, Ramírez YCZ, Bello GP. Factores de riesgo psicosocial que afectan a los profesionales en enfermería. *Rev Colomb Enferm.* 2019;18(1):1-16. <https://doi.org/10.18270/rce.v18i1.2308>
6. Maslach C, Jackson S. *Maslach Burnout Inventory.* Palo Alto: Consulting Psychologists Press; 1981.
7. Carvajal SB. Como influye el estrés en el cerebro del auditor. *Auditoría Pública.* 2020;75:15-26.
8. Sánchez M, Maldonado L. Estrés en docentes universitarios. *Casos Urbe, Luz, Única. Rev Cienc Soc.* 2003;9(2):323-335.
9. Acosta-Fernández M, Parra-Osorio L, Burbán-Molina C, Aguilera-Velasco MDLÁ, Pozos-Radillo BE. Estrés laboral, burnout, salud mental y su relación con violencia psicológica en docentes universitarios. *Salud Uninorte.* 2019;35(3):328-334. <https://doi.org/10.14482/sun.35.3.613.62>
10. Alarcón MEB. Nivel de estrés en docentes universitarios. *RICEA.* 2015;4(8):142-162. <https://doi.org/10.23913/ricea.v4i8.38>
11. Ramírez LCB, Ortega MLM, Villamizar PXR, Leiton KGG. Síndrome de burnout y estrategias de afrontamiento en docentes universitarios. *Rev Iberoam Psicol Salud.* 2009;2(1):21-30.
12. Martínez Ramón JP. Cómo se defiende el profesorado de secundaria del estrés: burnout y estrategias de afrontamiento. *Rev Psicol Trab Organ.* 2015;31(1):1-9. <https://doi.org/10.1016/j.rpto.2015.02.001>
13. Cruz-Valdés B, Austria-Corrales F, Herrera-Kienhelger L, Salas-Hernández J, Vega-Valero CZ. Prevalencia del síndrome de burnout y estrategias de afrontamiento durante una epidemia de influenza AH1N1. *Summa Psicol.* 2011;18(2):17-28.
14. Luna MI, Muñoz PAE, López FAG. Síndrome de burnout en profesores de una institución de educación superior de Manizales-Colombia. *Rev Invest UCM.* 2018;(32):69-83.
15. Brito-Laredo J. Calidad educativa en las instituciones de educación superior: evaluación del síndrome de burnout en los profesores. *RIDE.* 2018;8(16):516-534. <https://doi.org/10.23913/ride.v8i16.356>
16. Islas RAC, Gutiérrez FJC, Castellanos JL, Méndez KP. Síndrome de burnout en médicos docentes de un hospital de 2. nivel en México. *Educ Med.* 2017;18(4):254-261. <https://doi.org/10.1016/j.edumed.2016.09.001>
17. Romero-Fernández A, Pimienta-Concepción I, Ramos-Argilagos M, Sánchez-Garrido A, González-Salas R. Niveles de síndrome de burnout en docentes de una universidad ecuatoriana. *Dilemas Contemporáneos.* 2019;6(3):1-19.
18. Alarcón MEB. Nivel de estrés en docentes universitarios. *RICEA.* 2015;4(8):142-162. <https://doi.org/10.23913/ricea.v4i8.38>
19. Lemos M, Calle G, Roldán T, Valencia M, Orejuela JJ, Román-Calderón JP. Factores psicosociales asociados al estrés en profesores universitarios colombianos. *Diversitas.* 2019;15(1):61-72. <https://doi.org/10.15332/s1794-9998.2019.0001.05>
20. Villarruel-Fuentes M, Morales RC, Arano IH, Luna FN, Gómez JS, Ávila ER, et al. Estrés y desgaste profesional en maestros de educación superior tecnológica en Veracruz, México.

- REXE. 2018;17(34):113-125.
https://doi.org/10.21703/rexe.20181734mwillar_ruel5
21. Acosta AC, Ruiz LKJ, Marin MR, Guerrero EGP. Estrés ocupacional y evaluación de desempeño en docentes universitarios del departamento del Cesar. *Encuentros*. 2019;17(1):24-33.
<https://doi.org/10.15665/encuent.v17i01.1595>
22. Castro PEG, Barrientos MLG, Sosa ERC, Gatica KL, Hernández RDRV, García JH, et al. Factores que detonan el síndrome de burnout. *RICEA*. 2016;5(9):105-128.
<https://doi.org/10.23913/ricea.v5i9.56>
23. Ruiz LKJ, Carmona MJA, Fabra KLQ. Síndrome de burnout y evaluación de desempeño en docentes de la Fundación Universitaria del área andina sede Valledupar. *Escenarios*. 2017;15(1):36-46.
<https://doi.org/10.15665/esc.v15i1.1120>
24. Lambert RG, McCarthy CJ, Fitchett PG, Lineback S, Reiser J. Identification of elementary teachers' risk for stress and vocational concerns using the national schools and staffing survey. *Educ Policy Anal Arch*. 2015;23:43.
<https://doi.org/10.14507/epaa.v23.1792>
25. Castro R. Síndrome de burnout o desgaste profesional. Breve referencia a sus manifestaciones en profesores universitarios. *Anario*. 2005;(28):158-184.
26. Barona EG. Análisis pormenorizado de los grados de burnout y técnicas de afrontamiento del estrés docente en profesorado universitario. *An Psicol*. 2003;19(1):145-158.
27. Tifner S, Martín P, de Nasetta SA, de Bortoli MÁ. Burnout en el colectivo docente. *Studium: Revista Humanidades*. 2006;(12):279-291.
28. González-Ruiz G, Carrasquilla Baza D, Latorre-De La Rosa G, Torres Rodríguez V, Villamil-Vivic K. Síndrome de burnout en docentes universitarios. *Rev Cubana Enferm*. 2015;31(4):902-138.
29. Gismero-González ME, Bermejo L, Prieto M, Cagigal V, García-Mina A, Hernández V. Estrategias de afrontamiento cognitivo, auto-eficacia y variables laborales. *Orientaciones para prevenir el estrés docente*. *Accion Psicol*. 2012;9(2):87-96.
<https://doi.org/10.5944/ap.9.2.4107>
30. Bosqued M. *Quemados: El síndrome de Burnout: ¿Qué es y cómo superarlo?* Madrid: Grupo Planeta; 2008.
31. Zavala JZ. Estrés y burnout docente: conceptos, causas y efectos. *Educación*. 2008;17(32):67-86.
<https://doi.org/10.18800/educacion.200801.004>
32. López H. *Sacerdocio y burnout: el desgaste en la vida sacerdotal*. Bogotá: Editorial San Pablo; 2011.
33. López OAN. Revisión teórica documental sobre el estrés laboral y el impacto de las estrategias de afrontamiento para la prevención y manejo del estrés. *Boletín Informativo CEI*. 2019;6(3):15-24.
34. Mañas-Mañas I, Franco-Justo C, Justo-Martínez E. Reducción de los niveles de estrés docente y los días de baja laboral por enfermedad en profesores de educación secundaria obligatoria a través de un programa de entrenamiento en mindfulness. *Clin Salud*. 2011;22(2):121-137.
<https://doi.org/10.5093/cl2011v22n2a3>
35. Velez AP, Goñi JLL, González JB. Habilidades emocionales y profesionalización docente para la educación inclusiva en la sociedad en red. *Rev Educ*. 2017;(20):201-215.
<https://doi.org/10.18172/con.3011>
36. Nevárez JC, Macías AB. Afrontamiento al estrés y su relación con el tipo de jornada laboral en docentes de educación primaria. *Inf Psicol*. 2018;18(2):63-75.
<https://doi.org/10.18566/nfpsic.v18n2a04>
37. Moreno MD, Besteiro EM. Análisis de los niveles de estrés en un grupo de maestros con alumnos diagnosticados con trastorno del espectro autista. *REDIS*. 2019;7(2):139-154.
<https://doi.org/10.5569/2340-5104.07.02.08>

38. Rodríguez ES, Sánchez J, Dorado HA, Alvarado JMR. Factores de riesgo psicosocial intralaboral y grado de estrés en docentes universitarios. *Rev Colomb Salud Ocup.* 2014;4(2):12-17. <https://doi.org/10.18041/2322-634X/rcso.2.2014.4908>
39. Madrid SDPC, Moreno MP. Metanálisis de los artículos sobre estrés laboral docente en el período 2013-2017. *Recimundo.* 2019;3(1):522-554. [https://doi.org/10.26820/recimundo/3.\(1\).enero.2019.522-544](https://doi.org/10.26820/recimundo/3.(1).enero.2019.522-544)
40. Tacca-Huamán DR, Tacca-Huamán AL. Factores de riesgos psicosociales y estrés percibido en docentes universitarios. *Propósitos y Representaciones.* 2019;7(3):323-338. <https://doi.org/10.20511/pyr2019.v7n3.304>
41. Escobar GLC. El estrés de docentes universitarios en la Universidad Nacional Hermilio Valdizán-Huánuco. *Investigación Valdizana.* 2013;7(1):70-75.
42. Cárdenas-Rodríguez M, Méndez-Hinojosa LM, González-Ramírez MT. Evaluación del desempeño docente, estrés y burnout en profesores universitarios. *Rev Actual Investig Educ.* 2014;14(1):93-114. <https://doi.org/10.15517/aie.v14i1.13210>
43. Rodríguez MC, Hinojosa LMM, Ramírez MTG. Desempeño, estrés, Burnout y variables personales de los docentes universitarios. *Educere.* 2014;18(60):289-302.
44. Palacios-Nava ME, Montes de Oca-Zavala V. Condiciones de trabajo y estrés en académicos universitarios. *Cienc Trab.* 2017;19(58):49-53. <https://doi.org/10.4067/S0718-24492017000100049>
45. Dávalos NRG, Fernández PR. Estrés en docentes en el contexto de la pandemia de Covid-19 y la educación, FENOB UNA: Filial Coronel Oviedo. *Acad Disclos.* 2020;1(1):216-234.
46. Fajardo-Zapata ÁL, Montejó-Angel F, Molano-Vargas G, Hernández-Niño J, Quintero-Guzmán A. Correlación entre los factores de riesgo intralaboral y los niveles séricos de cortisol en docentes universitarios. *Cienc Trab.* 2013;15(46):1-6. <https://doi.org/10.4067/S0718-24492013000100002>
47. Manrique ACG, Sánchez C, Osorio LP. Estrés laboral y salud mental en docentes de primaria y secundaria. *RCSO.* 2014;4(4):30-32. <https://doi.org/10.18041/2322-634X/rcso.4.2014.4963>
48. Seijas-Solano DE. Riesgos psicosociales, estrés laboral y síndrome burnout en trabajadores universitarios de una escuela de bioanálisis. *Rev Salud Publica.* 2020;21:102-108. <https://doi.org/10.15446/rsap.v21n1.71907>
49. Ilaja B, Reyes C. Burnout y estrategias de inteligencia emocional en profesores. *Psicol Caribe.* 2016;33(1):31-46. <https://doi.org/10.14482/psdc.33.1.8081>
50. Guerrero ÁR, Jaime PS, Valverde GG. Síndrome de burnout en docentes de instituciones de educación superior. *Arch Venez Farmacol Ter.* 2018;38(2):17-23