

Analysis of the factors influencing job burnout: Empirical evidence from Spain

Sastre-Morcillo, Patricia; Blanco-Encomienda, Francisco Javier; Latorre-Medina, María José

Veröffentlichungsversion / Published Version
Zeitschriftenartikel / journal article

Empfohlene Zitierung / Suggested Citation:

Sastre-Morcillo, P., Blanco-Encomienda, F. J., & Latorre-Medina, M. J. (2018). Analysis of the factors influencing job burnout: Empirical evidence from Spain. *Pertanika Journal of Social Sciences & Humanities*, 26(4), 2211-2227. <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-78183-6>

Nutzungsbedingungen:

Dieser Text wird unter einer CC BY-NC-ND Lizenz (Namensnennung-Nicht-kommerziell-Keine Bearbeitung) zur Verfügung gestellt. Nähere Auskünfte zu den CC-Lizenzen finden Sie hier: <https://creativecommons.org/licenses/by-nc-nd/4.0/deed.de>

Terms of use:

This document is made available under a CC BY-NC-ND Licence (Attribution-Non Commercial-NoDerivatives). For more information see: <https://creativecommons.org/licenses/by-nc-nd/4.0>

Analysis of the Factors Influencing Job Burnout: Empirical Evidence from Spain

Patricia Sastre-Morcillo, Francisco Javier Blanco-Encomienda* and María José Latorre-Medina

Faculty of Education, Economics and Technology, University of Granada, 51002 Ceuta, Spain

ABSTRACT

In all professions, workers are exposed to manifestations of stress that if maintained, can result in the Burnout Syndrome, or Professional Exhaustion Syndrome, a psychosocial phenomenon that has increased in the last decades and which consists of a series of physical, emotional and behavioral symptoms. The present study sought to contribute to a growing body of research examining which variables affect the aforementioned syndrome. In order to accomplish this, a questionnaire, created *ad hoc*, was administered and empirical data was collected from 230 Spanish secondary school teachers. This data was tested with difference testing and the multiple regression method. The results revealed that there were more differences in burnout regarding the work-related variables than the sociodemographic ones. Specifically, the working situation and the relations with their colleagues and the board of the center were found to have a significant influence on burnout. The implications of findings for administrators are also discussed.

Keywords: Burnout, job, secondary teacher, work-related factors

ARTICLE INFO

Article history:

Received: 12 July 2017

Accepted: 19 January 2018

Published: 24 December 2018

E-mail addresses:

jble@ugr.es (Francisco Javier Blanco-Encomienda)

patrism@correo.ugr.es (Patricia Sastre-Morcillo)

mjlator@ugr.es (María José Latorre-Medina)

* Corresponding author

INTRODUCTION

In order to face the goals imposed by the current regulations in the area of education, and achieve an integral development of the student, the educational institutions are facing new challenges which they respond to. The school is changing into a place where numerous claims related to social competence are appearing (Elias & Haynes, 2008; López-Haugen, 2006).

This change in the educational system is reflected in different aspects of their two main components: students and teachers.

Regarding the students, we can find diverse students (culture, skills, interests, motivations, expectations, familiar or social context, etc.), with a remarkable lack of discipline and lack of support from their parents towards their educational needs, who often find themselves in overpopulated classrooms with students who, in many cases, remain in the school against their will. In this regard, the situation of the secondary education in Spain reflects a very high dropout rate by the students, of a 20% (Eurostat, 2016).

The previously mentioned aspects lead us to classrooms where the problems a teacher has to face are, often, conflicts far removed from the typical work of a teacher (who does not have the proper training that would have given him the necessary skills to act in these situations). According to Esteve (2002), one of the deficiencies is that teachers are trained to teach their classes in a certain way, but these conditions are far removed from the reality they have to face in schools.

Sometimes, teachers find themselves in the classroom not because it is their vocation, but because of a series of events that took them to choose education as their only work option, often having to teach subjects that are not fit to their degrees. On the other hand, the changes in social structures such as families have caused the transfer of teaching responsibilities to the

school (Gil-Monte, 2005). Teachers notice that the parents avoid their responsibilities and delegate their children's education on them, having to perform the role of parents, advisors, social workers, entertainers, educators and psychologists.

Besides, in a society as competitive as this, many teachers feel the pressure due to the increasing demands related to their knowledge and skills. This way, we are witnesses to what is known as information society, or knowledge society, characterized by a wide volume of information, new requirements of integration of Information and Communication Technologies (ICT) appearing in the educational institutions, not only regarding their knowledge, but also in regards to their good use and their inclusion in the learning process (Aslan & Zhu, 2017; Kabakci & Coklar, 2014; Wastiau et al., 2013; Yap, Neo, & Neo, 2016).

For all of the above reasons, it is necessary to review the performance suggestions inside the educational centers, as well as review the training methods for the teachers, highlighting that besides all the pedagogical and psychological knowledge already acquired by the teachers as part of their academic training, they also have to acquire other skills aimed at performing other roles that society is handing over to them, and which, in many cases, divert from their pedagogical role (Beck & Gargiulo, 2001; Boydak, 2009; Can, 2009; Merellano-Navarro, Almonacid-Fierro, Moreno-Doña, & Castro-Jaque, 2016; Pandina, Callahan, & Urquhart, 2009).

According to Pérez-García, Latorre-Medina, and Blanco-Encomienda (2015), a teacher who possesses the necessary knowledge and skills to teach can achieve his expectations, without allowing his work to interfere with his personal life. One of these negative interferences results in the aforementioned burnout syndrome or professional exhaustion syndrome.

Many factors might be associated with burnout. In this line, previous research has studied the relationship between the syndrome and sociodemographic variables in different professions (Iglesias, Vallejo, & Fuentes, 2010; Kremer, 2016; Reinardy, 2011; Tarcan, Tarcan, & Top, 2017). Also, several work-related factors have been identified as contributing to burnout (Chambers, Frampton, Barclay, & McKee, 2016; Silva, Lopes, Pastor-Valero, & Menezes, 2016; Spinelli, Fernstrom, Galos, & Britt, 2016; Verweij et al., 2017). Thus, the purpose of this study has been to explore the factors that influence teachers' burnout, including personal and work-related issues, in order to provide basic information for preventing this syndrome.

Theoretical Framework

Concept of Burnout. The burnout expression was first mentioned by Greene (1960) and coined by Freudenberger (1974). Afterwards, it was accepted by the science community with the definition provided by Maslach (1982), which describes it as a prolonged response to chronic emotional and interpersonal stressors on the job.

As a research topic, it was in the seventies in United States when burnout started to gain importance. In Europe, its study began in the eighties, especially in the United Kingdom, Holland, Belgium, Germany, Scandinavia and Finland. In the middle of the nineties it became popular in the rest of Western and Eastern Europe, in Asia, Middle East, Latin-America, Australia, and New-Zealand, making an impact on Africa, China and India in the twenty first century (Schaufeli, Bakker, & Rhenen, 2009).

The main explanatory models of this syndrome come from Social Psychology, which is more focused on the perception of the subject regarding his interactions, and from Organizational Psychology, which underlines the organizational variables in the working context (Aghazadeh, Ameri, & Hasani, 2016; Chris & Adebayo, 2010).

This syndrome is not recognized in the Diagnostic and Statistical Manual of Mental Disorders (World Health Organization [WHO], 1994), but it is recognized in the International Classification of Illnesses (Bellingrath, 2008), within the section of the problems related to the management of life obstacles. In some countries the burnout syndrome patients are diagnosed as suffering from a type of mental illness (Maslach, Schaufeli, & Leiter, 2001). The burnout is currently a psychosocial risk, which no profession can be considered exempt of suffering, although it appears especially in those professions linked to services, such as education, health assistance, social

and professional help, and other types of services to people with physical, emotional or training needs.

According to Maslach et al. (2001), burnout is induced by three main components: emotional exhaustion, depersonalization, and low self-fulfillment. Research has indicated that these components of burnout cannot be added up to a single measure (Byrne, 1994; Lee & Ashforth, 1996), hence we have chosen the three dimensions to be investigated in the study. Delving into these dimensions, the emotional exhaustion is related to the feeling of being overwhelmed by the demands and being unable to respond to other people's demands, distancing yourself from your work, both emotionally and cognitively; the depersonalization refers to the loss of ability to empathize by the individual, moodiness, the development of cold attitudes, feelings and answers, being distant from others, especially with your colleagues; and the low self-fulfillment is a feeling of failure related to work success, as it is experienced as a feeling of inability, disillusion and helplessness.

Van Droogenbroeck, Spruyt, and Vanroelen (2014) found that the three dimensions of burnout were linked to each other. The link between emotional exhaustion and depersonalization was very strong. Thus, higher levels of emotional exhaustion were associated with higher levels of depersonalization. Furthermore, higher levels of depersonalization were associated with lower self-fulfillment.

Previous research has suggested that the dimensions of burnout are related to personal issues, such as gender and age, and to work-related variables (De Heus & Diekstra, 1999; Grayson & Alvarez, 2008; Greenglass, Burke, & Ondrack, 1990; Kokkinos, 2007; Lau, Yuen, & Chan, 2005; Lauermaun & König, 2016). In most studies men appear to have higher levels of depersonalization whereas women are found more emotionally exhausted and have stronger feelings of low self-fulfillment. As for age, older respondents report higher levels of depersonalization and emotional exhaustion, and more experience of low self-fulfillment. Regarding work-related factors, a significant positive correlation between years of professional experience and depersonalization, emotional exhaustion, and the perception of low self-fulfillment has been found.

Burnout in the Teaching Profession. There is a very close connection between the emotions that the teachers develop inside their work life, and their own life outside the classroom. Teachers find themselves subdued to numerous demands by the board members, parents and students, and they also have to adapt to constant changes, such as the new study plans. These constant changes to which they see themselves subdued produce uncertainty, and in many cases a series of contradictions at an emotional level, which build the appearance and development of the burnout. Besides, as a consequence of some stressors at the teachers' workplace, some

other physiological distresses can appear, such as ulcers, sleeplessness, headaches, muscular aches produced by tension, etc. (Durán, Extremera, & Rey, 2001).

Various authors, such as Aydogan, Atilla, and Bayram (2009), Ayuso and Guillén (2008), D'Anello, D'Orazio, Barreat, and Escalante (2009), Farber (1991), Freitas and Lima (2016), and Moreno, Garrosa, and González (2000) did research work about the circumstances surrounding the teaching profession, which worsen the burnout problems more than in other professions. In this respect, note that:

- The teacher works with individuals who may not want to work with him nor accept benefiting from his efforts and mastery.
- Requires a constant personal contact and interaction with the students, contact that must be always expert, patient, sensitive, and useful.
- The work of the teacher is always subjected to observation and evaluation.
- The teacher must get trained continuously.
- The teachers' salaries are lower than that of many other jobs that require the same level of expertise, pushing teachers in some cases to increase their salaries by doing other jobs.

Even though all the workers must be efficient and competent in their jobs, the human services professions, such as teaching has expectations about helping

others and feeling useful. In the case of the teachers, they aspire to achieve the growth and personal development of their students. The inability to fulfill those expectations can easily make the teacher suffer the burnout syndrome.

And if the teachers feel unhappy with themselves and unfulfilled with their results, they will show signs of emotional exhaustion, which will possibly make them question their efficiency and think they cannot give more of themselves (Aloe, Amo, & Shanahan, 2014; Durán, Extremera, Rey, Fernández-Berrocal, & Montalbán, 2006; Fernet, Guay, Senécal, & Austin, 2012; Gil-Monte, Peiró, & Valcárcel, 1998; Queiros, Carlotto, Kaiseler, Dias, & Pereira, 2013).

METHOD

Participants

The population of the study consisted of 523 secondary school teachers from the schools located in the Autonomous City of Ceuta, Spain. Considering a confidence level of 95% and a margin of sampling error of 5%, a minimum sample size of 222 was required. Finally, a stratified random sample of 230 secondary school teachers from 10 schools participated in this study. Of those 230 participants, 54% were women and 46% men. The biggest fraction of the sample were teachers with ages between 40 and 49 years old (32%), the married group (68%) being the predominant marital status. Regarding the teaching experience of the sample, 34% had work experience of more than 20 years, and most of the teachers surveyed were on a permanent working situation (69%).

Instrument

The instrument used on this research was a survey made, ad hoc, after reviewing the scientific literature on this subject. Although some items were constructed by the researchers, most of them were adapted from previous instruments: Holland Burnout Assessment Survey (Holland & Michael, 1993); Maslach Burnout Inventory (Maslach, Jackson, & Leiter, 1996); and the Teacher Burnout Scale (Seidman & Zager, 1986).

The survey included 41 items and consisted of two blocks: a first block composed of 4 social-demographic variables and 4 related with work, and a second block composed of 41 premises related to the burnout syndrome, comprehending four dimensions: physical repercussions (13 items), emotional exhaustion (10 items), depersonalization (7 items), and low self-fulfillment (11 items), rated on a 4-point scale ranging from 1 = “never”; 2 = “sometimes”; 3 = “often”; and 4 = “always”.

Note that although previous research has commonly considered three dimensions of burnout, we have taken into consideration an additional dimension that is physical repercussions, which refers to the corporal results caused by the syndrome. In this manner, attending to the physical consequences together with the other three dimensions, we deal with the syndrome in a more complete way including the symptoms at an emotional level along with the symptoms at a physical level, since this syndrome ailment brings along not only psychological but also physical

consequences, comprising mental health, relationships, and physical health.

To guarantee the validity of the instrument being used on this research, first of all we analyzed the validity of the content through the experts' judgment, and secondly, the construct validity through the exploratory factor analysis. Prior to this we made the Barlett Sphericity Test ($\chi^2=3415.460$ and $p=0.000$) and we obtained the measure of sampling adequacy by Kaiser-Meyer-Olkin ($KMO=0.906$), and this proved the validity of the instrument.

In order to check the overall reliability of the questionnaire we resorted to the Cronbach's Alpha coefficient. The value obtained for the Cronbach's Alpha coefficient was 0.94, which proves that the reliability of the instrument used on this investigation is high. Note that for each of the four dimensions measured in the instrument, the Cronbach's Alpha was above 0.7, suggesting suitable index of internal consistency: physical repercussions (0.86), emotional exhaustion (0.87), depersonalization (0.75), and low self-fulfillment (0.76).

Research Design and Data Analysis

This study is based on a transverse design, with a double component of a descriptive and analytical type, which has brought us closer to the reality of the object of study, compensating for the deficiencies that each component could have had. In order to do this, a quantitative research methodology was used, based on the method of surveys and the application of statistical tests (Creswell, 2009; Myers, Well, & Lorch,

2010). The data were analyzed using SPSS for Windows version 21.0.

On one hand, a descriptive analysis (frequency distribution, measures of central tendency and measures of variability) has been done in order to have a global vision of the data, so that we can have a better understanding of the opinions of the teachers being surveyed.

On the other hand, we have used the statistical inference in order to discover the existence of statistically significant differences in the answers offered by each of the samples composing the different demographic variables, in the different items. In order to conduct this analysis in the variables with two independent samples, such as gender, marital status, having children and their work situation, the Mann–Whitney U test has been used, and for the variables with more than two independent samples such as age, relation with the board, relation with the colleagues and the teaching experience, the Kruskal–Wallis test has been used.

Finally, in order to identify the determinant factors of the burnout, a multiple regression analysis was performed considering the variables found to be significant in the difference testing.

RESULTS

Descriptive Statistics

In order to investigate the level of burnout of the participants, the means and the standard deviations of the four burnout dimensions were obtained. The results are presented in Table 1.

Table 1
Means and standard deviations for burnout on the teaching profession

Dimension	Mean	Std. Deviation
Physical repercussions	1.63	0.937
Emotional exhaustion	1.46	0.684
Depersonalization	1.47	0.718
Low self-fulfillment	1.83	0.808

From the values obtained, we observe that the dimensions “low self-fulfillment” and “physical repercussions” reach the highest scores on average, “sometimes” being the average and most frequent answer to the affirmations within these dimensions. This way, the lowest values of the average belong to the “emotional exhaustion” dimension, followed closely by the “depersonalization”. This shows that the feeling of inability and demotivation, together with the physical consequences caused by the syndrome, are the aspects most commonly found among the teachers surveyed.

Considering the results of the descriptive analysis obtained for the items of each dimension, it is worth mentioning that the highest averages are reached by the premises: “My school teachers are not encouraged to find new and creative solutions to the existing problems” ($M=2.52$, $SD=0.956$), “I miss some support services from the center to help solve the problems that can come up for the teachers” ($M=2.18$, $SD=0.905$) and “I consider that my work environment is uncomfortable” ($M=2.11$, $SD=0.951$); these three items belong to the dimension “low self-fulfillment”. After these stand out with the highest average scores these statements:

“The people I have to look after do not value the efforts I make for them” ($M=2.08$; $SD=0.732$), and “I have to force myself to not lose my patience” ($M=2.07$, $SD=0.740$); these two items belong to the dimension “depersonalization”. All of these items are related to the interaction of the teachers, whether with their students or with the other members of the educational institution.

Other items that present high values in the average are: “I feel that through my work I am not influencing other people’s lives” ($M=1.97$, $SD=0.841$), “I feel very depressed after working with students” ($M=1.94$, $SD=0.954$) and “It is difficult for me to face the problems brought up by my students” ($M=1.87$, $SD=0.613$), which belong to the dimensions “low self-fulfillment”, “physical repercussions” and “depersonalization”, respectively. These three items address the statements related to the interaction with students and the ability to solve the problems brought up by them.

Delving into the answering percentages obtained for the items of each dimension, it is worth mentioning that the highest values correspond to the option “never”. In this sense, for example, more than 70% of the sample happened to choose the option “never” for the items that contain statements such as “I am unhappy as a byproduct of my work” (emotional exhaustion), “I feel like quitting my job” (emotional exhaustion), or “I have a more insensitive behavior with people close to me when I perform this work” (depersonalization). This means that most of the teachers surveyed are not experiencing burnout. On the other

hand, the lowest percentages correspond to the alternative “always”. The fact that the extremes have the highest and lowest percentages is worth mentioning, since generally the survey respondents avoid these two extreme options, obtaining very little variation, it is what is known as “*central tendency bias*” (Heery & Noon, 2008), that in this study has not happened.

Inferential Statistics

Differences in burnout according to individual and work-related variables were analyzed using the Mann–Whitney U and the Kruskal-Wallis tests. Table 2 displays the results of the inferential tests regarding the individual variables.

We can observe that of the four social-demographic variables, statistically significant differences exist only for age. Specifically, the oldest teachers show higher levels of burnout. Thus, by comparing the mean ranks for the other three variables we can confirm that the level of burnout shown by the Spanish teachers surveyed does not depend on their gender, their marital status or from having children or not.

On the other hand, Table 3 shows the results of the inferential tests regarding the work-related variables.

All the work-related variables were found to be significant, especially the work situation and the relationship with the rest of the teachers and the board members. Specifically, permanent workers show higher levels of burnout, the same as the teachers who have a bad or not so good

Table 2
Differences in burnout according to sociodemographic variables

Variable	Characteristic	n (%)	Mean rank	<i>p</i>
Gender	Male	105 (0.46)	115.58	0.584
	Female	125 (0.54)	110.82	
Age	< 30	7 (0.03)	61.50	0.020*
	30-39	64 (0.28)	103.96	
	40-49	74 (0.32)	109.69	
	50-59	57 (0.25)	115.76	
	≥ 60	28 (0.12)	144.50	
Marital status	Single	74 (0.32)	112.86	0.859
	Married	156 (0.68)	114.53	
Child	Yes	153 (0.67)	115.17	0.705
	No	77 (0.33)	111.68	

Note. * Significant at $p < 0.05$; ** Significant at $p < 0.01$

Table 3
Differences in burnout according to the work-related variables

Variable	Characteristic	n (%)	Mean rank	<i>p</i>
Employment situation	Interim	71 (0.31)	96.19	0.006**
	Official	159 (0.69)	121.94	
Teaching experience	< 10 years	68 (0.30)	96.56	0.018*
	10-20 years	83 (0.36)	119.05	
	> 20 years	79 (0.34)	126.67	
Relationship with the board	Good	210 (0.91)	109.01	0.000**
	Regular	17 (0.08)	189.75	
	Bad	3 (0.01)	170.50	
Relationship with their peers	Good	213 (0.93)	108.60	0.000**
	Regular	13 (0.06)	202.42	
	Bad	4 (0.01)	163.25	

Note. * Significant at $p < 0.05$; ** Significant at $p < 0.01$

relationship with the board members and with their colleagues. As for the experience of the teacher, teachers with more than 20 years of experience are the ones showing the highest levels of the syndrome, followed by those who have between 10 and 20 years of experience.

Regression Analysis

Table 4 presents the results of the multiple regression analysis used to evaluate the strength of the relationship between teachers' burnout and each of the variables found to be significant in the difference testing.

Table 4
 Linear regression analysis for influencing burnout

Variable/Factor	β	SE	$t(p)$	CI	VIF	$F(p)$
Intercept	0.757	0.140	5.411 (.000)	(0.481, 1.033)		10.051 (0.000)
Age	0.052	0.032	1.610 (.109)	(-0.012, 0.115)	1.984	
Employment situation	0.135	0.063	2.139 (.034)	(0.011, 0.259)	1.488	
Teaching experience	-0.007	0.048	-0.142 (.887)	(-0.101, 0.087)	2.562	
Relationship with the board	0.373	0.093	4.003 (.000)	(0.189, 0.557)	1.271	
Relationship with their peers	0.389	0.077	5.043 (.000)	(0.237, 0.541)	1.245	

Note. SE: standard error; CI: confidence interval

In order to determine the presence of multicollinearity among independent variables, the Variance Inflation Factors (VIF) were calculated, all VIF values being well below the recommended cutoff of 10 (Kleinbaum, Kupper, & Muller, 1988; Neter, Wasserman, & Kutner, 1990).

Furthermore, the value of the F -statistic ($p < 0.01$) indicates that the regression correctly maps the relationship between the dependent variable and the independent ones.

Finally, as can be seen from Table 4, the work situation ($\beta = 0.135$, $p < 0.05$), the relationship with the board members ($\beta = 0.373$, $p < 0.01$), and the relationship with their colleagues ($\beta = 0.389$, $p < 0.01$) have a significant influence on burnout. Specifically, teachers who found themselves in a comfortable work situation, by already being permanent workers, are the ones showing the highest levels of burnout, the same as those who have a bad relationship with the board members and their peers.

DISCUSSION

The burnout syndrome has been studied from different perspectives in the last decades, which has made it possible to determine some of its possible causes. However, the influence, or lack of it, from a great amount of different social-demographic variables and related to the educational environment has not been demonstrated yet, in the way this study is demonstrating. It has also been found that it constitutes a problem that has repercussions as much in the individual as in the educational institution (Rubio & Guerrero, 2005).

This study has shown that there is no significant difference between male and female teachers, married and single teachers, nor between teacher with kids or without kids. This is in line with the research by Arvidsson, Håkansson, Karlson, Björk, and Persson (2016), who found, in a univariable model, that gender, marital status and having children were not associated with the rising levels of burnout. On the contrary, significant differences were found regarding the age of

teachers, as a unique sociodemographic variable, and the work-related variables, such as the teaching experience, the older and more experienced teachers being the ones who show the highest levels of burnout. This confirms previous research which identified that the seniority in a profession increases the risk of contracting the burnout syndrome (Cordes & Dougherty, 1993). In this respect, Klassen and Chiu (2011) found that experienced teachers reported higher levels of job stress than pre-service teachers, which could result in higher levels of burnout. A higher presence of the syndrome in experienced professionals may be related to the unfulfilled expectations and to the difficulty to glimpse possibilities of self-development in their present working conditions (Guedes & Gaspar, 2016).

Furthermore, the present study provides evidence supporting the importance that the teachers have for the relationship with the other members of their work environment, as it is highlighted by the social exchange theory (Cropanzano & Mitchell, 2005; Farganis, 2011; Ritzer, 2010). The findings reveal the important role played by the emotional management at work, since the teachers with a good relationship with the board members and with their colleagues are the ones who experience lower levels of burnout. This is consistent with the results of Milatz, Lüftenegger, and Schober (2015), which establish the influence of the social relationships maintained with the educational agents on the burnout syndrome. Along these lines, Mazur and Lynch (1989) and Byrne (1994) stated that

the lack of support from colleagues was associated with burnout. Also, Gil-Monte and Peiró (1997) already mentioned group strategies of intervention for the prevention and treatment of the burnout syndrome to promote social support with colleagues, without reaching the point of neediness or dependence, in order to diminish the feeling of loneliness and uneasiness. Furthermore, Betoret (2006) reported, for a sample of secondary school teachers, that the relationships with other teachers were one of the most relevant work-related predictors of burnout.

As found in this research, the support was inversely associated with the burnout experience, as it is a variable that can be used as a protective factor against the syndrome (Fiorilli et al., 2015; Pérez & Martín, 2004). Having a bad relationship with the management team and colleagues and, therefore, not having support for dealing with the multiple situations that can occur in the teaching practice, can contribute to the decrease of the optimism and the feeling of personal fulfillment on the part of the teaching staff (Avanzi, Schuh, Fraccaroli, & Van Dick, 2015; Norasmah & Chia, 2016; Otero-López, Castro, Santiago, & Villardefrancos, 2009; Van Droogenbroeck et al., 2014).

The results of the study further indicated a significant relationship between the work situation and the level of burnout, with the interim teachers experiencing the feelings close to burnout, less. This is in accordance with the research by Ayuso and Guillén (2008), who found lower levels

of burnout among interim teachers. This can be due to the fact that the stay of these teachers in a center is shorter than that of the permanent teaching staff or that not having a permanent position keeps them with new expectations, where the motivation and illusion accompanies them.

CONCLUSION

When a person is not able to overcome the exhaustion generated by the work the burnout syndrome can appear. There are stressful situations in all professions that can generate different symptoms that affect the person, not only in the workplace, but also in their daily lives. However, there are some occupations that are at special risk of the development of burnout, such as the teaching profession. In the case of teachers, this deterioration can negatively affect the teaching-learning process, with the quality of teaching being adversely affected. Thus, it is necessary to act in order to prevent the onset of the syndrome.

Burnout has been associated with sociodemographic and work-related variables. Specifically, the age of teachers, their working situation and the relation with their colleagues and the board of the center were found to have a significant influence on burnout.

From the findings of this work, some implications for both research and practice can be deduced. Social support is identified as one of the main protective tools against the syndrome (Heaney & Israel, 2008), although its role may not be direct but a mediator (Hoglund, Klinge, & Hosan,

2015; Matud, Caballeira, López, Marrero, & Ibáñez, 2005). Therefore, it would be appropriate for schools to take measures to make teachers feel comfortable in their working environment because too often the well-being of teachers is ignored, and this induces teachers to be stressed and overwhelmed, negatively affecting the performance of their work, the quality of their teaching, and the way in which they interact with the students (Cook et al., 2017; Gantiva, Jaimes, & Villa, 2010; Thode, 1992).

Finally, note that one limitation of the study is the cross-sectional nature of data, which does not allow us to make assumptions about the causality, so a longitudinal study may be considered for future research. Moreover, as the current study is limited to a country, future studies need to be conducted in other countries in order to compare the findings obtained.

REFERENCES

- Aghazadeh, A., Ameri, S. H. S., & Hasani, M. (2016). The relationship between job stress and burnout in managers of physical education offices of North-West of Iran: Based on theoretical psychological view. *The Social Sciences, 11*(7), 1214–1219.
- Aloe, A. M., Amo, L. C., & Shanahan, M. E. (2014). Classroom management self-efficacy and burnout. A multivariate meta-analysis. *Educational Psychology Review, 26*(1), 101–126.
- Arvidsson, I., Håkansson, C., Karlson, B., Björk, J., & Persson, R. (2016). Burnout among Swedish school teachers – a cross-sectional analysis. *BMC Public Health, 16*, 1–11.

- Aslan, A., & Zhu, C. (2017). Investigating variables predicting Turkish pre-service teachers' integration of ICT into teaching practices. *British Journal of Educational Technology*, 48(2), 552–570.
- Avanzi, L., Schuh, S., Fraccaroli, F., & Van Dick, R. (2015). Why does organizational identification relate to reduced employee burnout? The mediating influence of social support and collective efficacy. *Work and Stress*, 29(1), 1–10.
- Aydoğan, I., Atilla, A., & Bayram, N. (2009). Burnout among Turkish school teachers working in Turkey and abroad. A comparative study. *Electronic Journal of Research in Educational Psychology*, 7(3), 1249–1268.
- Ayuso, J. A., & Guillén, C. L. (2008). Burnout y mobbing en enseñanza secundaria [Burnout and mobbing in high school]. *Revista Complutense de Educación*, 19(1), 157–173.
- Beck, C. L., & Gargiulo, R. M. (2001). Burnout in teachers of retarded and nonretarded children. *Journal of Educational Research*, 76(3), 169–173.
- Bellingrath, S. (2008). *The trials and tribulations of teaching. A psychobiological perspective on chronic work stress in school teachers*. Göttingen, Germany: Cuvillier Verlag.
- Betoret, F. D. (2006). Stressors, self-efficacy, coping resources, and burnout among secondary school teachers in Spain. *Educational Psychology*, 26(4), 519–539.
- Boydak, M. (2009). A study on primary school teacher burnout levels. The Northern Cyprus case. *Education*, 129(4), 692–703.
- Byrne, B. M. (1994). Burnout: Testing for the validity, replication, and invariance of causal structure across elementary, intermediate, and secondary teachers. *American Educational Research Journal*, 31(3), 645–673.
- Can, N. (2009). The leadership behaviours of teachers in primary schools in Turkey. *Education*, 129(3), 436–447.
- Chambers, C. N. L., Frampton, C. M. A., Barclay, M., & McKee, M. (2016). Burnout prevalence in New Zealand's public hospital senior medical workforce: A cross-sectional mixed methods study. *BMJ Open*, 6, 1–10.
- Chris, N. U., & Adebayo, S. O. (2010). Burnout, empowerment and job satisfaction in human services: A comparative and correlational study of women. *The Social Sciences*, 5(4), 276–279.
- Cook, C. R., Miller, F. G., Fiat, A., Renshaw, T., Frye, M., Joseph, G., & Decano, P. (2017). Promoting secondary teachers' well-being and intentions to implement evidence-based practices. Randomized evaluation of the achiever resilience curriculum. *Psychology in the Schools*, 54(1), 13–28.
- Cordes, C. L., & Dougherty, T. W. (1993). A review and an integration of research on job burnout. *Academy of Management Review*, 18(4), 621–656.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed method approaches* (3rd ed.). Thousand Oaks, USA: Sage.
- Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory. An interdisciplinary review. *Journal of Management*, 31(6), 874–900.
- D'Anello, S., D'Orazio, A. K., Barreat, Y., & Escalante, G. (2009). Incidence of humor and personality on teachers' burnout syndrome. *Educere*, 13(45), 439–447.
- De Heus, P., & Diekstra, R. F. W. (1999). Do teachers burn out more easily? A comparison of teachers with other social professions on work stress and burnout symptoms. In R. Vandenberghe, & A. M. Huberman (Eds.), *Understanding and preventing teacher burnout* (pp. 269–284). Cambridge, England: Cambridge University Press.

- Durán, A., Extremera, N., & Rey, L. (2001). The burnout syndrome in education. A differential approach. *Apuntes de Psicología*, 19(2), 251–262.
- Durán, A., Extremera, N., Rey, L., Fernández-Berrocal, P., & Montalbán, M. (2006). Predicting academic burnout and engagement in educational settings. Assessing the incremental validity of perceived emotional intelligence beyond perceived stress and general self-efficacy. *Psicothema*, 18, 158–164.
- Elias, M., & Haynes, N. (2008). Social competence, social support and academic achievement in minority, low-income, urban elementary school children. *School Psychology Quarterly*, 23(4), 474–495.
- Esteve, J. M. (2002). El profesorado de secundaria. Hacia un nuevo perfil profesional para enfrentar los problemas de la educación contemporánea [The secondary school teachers. Towards a new professional profile to face the problems of contemporary education]. *Revista Fuentes*, 3, 7–30.
- Eurostat. (2016). *Early leavers from education and training*. Brussels, Belgium: European Commission.
- Farber, B. A. (1991). *Crisis in education. Stress and burnout in the American teacher*. San Francisco, USA: Jossey-Bass Publishers.
- Farganis, J. (2011). *Readings in social theory*. New York, USA: McGraw-Hill.
- Fernet, C., Guay, F., Senécal, C., & Austin, S. (2012). Predicting intraindividual changes in teacher burnout. The role of perceived school environment and motivational factors. *Teaching and Teacher Education*, 28(4), 514–525.
- Fiorilli, C., Gabola, P., Pepe, A., Meylan, N., Curchod-Ruedi, D., Albanese, O., & Doudin, P. A. (2015). The effect of teacher's emotional intensity and social support on burnout syndrome. A comparison between Italy and Switzerland. *Revue Européenne de Psychologie Appliquée*, 65(6), 275–283.
- Freitas, D., & Lima, M. B. (2016). The interest of education students in teaching. *Educação e Pesquisa*, 42(2), 313–332.
- Freudenberger, H. (1974). Staff burnout. *Journal of Social Issues*, 30(1), 159–165.
- Gantiva, C., Jaimes, S., & Villa, M. (2010). Burnout and coping strategies in teaching of primary and secondary. *Psicología desde el Caribe*, 26, 36–50.
- Gil-Monte, P. R. (2005). *El síndrome de quemarse por el trabajo. Una enfermedad en la sociedad del bienestar* [The syndrome of burning for work. A disease in the welfare society]. Madrid, Spain: Psicología Pirámide.
- Gil-Monte, P. R., & Peiró, J. M. (1997). *Desgaste psíquico en el trabajo: el síndrome de quemarse* [Psychic wear at work: the burning syndrome]. Madrid, Spain: Síntesis.
- Gil-Monte, P. R., Peiró, J. M., & Valcárcel, P. (1998). A model of burnout process development. An alternative from appraisal models of stress. *Comportamento Organizacional e Gestao*, 4(1), 165–179.
- Grayson, J. L., & Alvarez, H. K. (2008). School climate factors relating to teacher burnout: A mediator model. *Teaching and Teacher Education*, 24(5), 1349–1363.
- Greene, G. (1960). *A burnt-out case*. New York, USA: Penguin.
- Greenglass, E. R., Burke, R. J., & Ondrack, M. (1990). A gender-role perspective of coping and burnout. *Applied Psychology*, 39(1), 5–27.
- Guedes, D., & Gaspar, E. (2016). Burnout in a sample of Brazilian physical education professional. *Revista Brasileira de Educação Física e Esporte*, 30(4), 1011–1022.

- Heaney, C. A., & Israel, B. A. (2008). Social networks and social support. In K. Glanz, B. Rimer, & K. Viswanath (Eds.), *Health behavior and health education. Theory, research and practice* (pp. 189–210). San Francisco, USA: John Wiley & Sons, Inc.
- Heery, E., & Noon, E. (2008). *A dictionary of human resource management*. Oxford, England: University Press.
- Hoglund, W., Klinge, K., & Hosan, N. (2015). Classroom risks and resources. Teacher burnout, classroom quality and children's adjustment in high needs elementary schools. *Journal of School Psychology, 53*(5), 337–357.
- Holland, P. J., & Michael, W. B. (1993). The concurrent validity of the Holland Burnout Assessment Survey for a sample of middle school teachers. *Educational and Psychological Measurement, 53*(4), 1067–1077.
- Iglesias, M. E. L., Vallejo, R. B. d. B., & Fuentes, P. S. (2010). The relationship between experiential avoidance and burnout syndrome in critical care nurses: A cross-sectional questionnaire survey. *International Journal of Nursing Studies, 47*(1), 30–37.
- Kabakci, I., & Coklar, A. N. (2014). Modeling preservice teachers' TPACK competencies based on ICT usage. *Journal of Computer Assisted Learning, 30*(4), 363–376.
- Klassen, R. M., & Chiu, M. M. (2011). The occupational commitment and intention to quit of practicing and pre-service teachers: Influence of self-efficacy, job stress, and teaching context. *Contemporary Educational Psychology, 36*(2), 114–129.
- Kleinbaum, D. G., Kupper, L. L., & Muller, K. E. (1988). *Applied regression analysis and other multivariate methods*. Boston, USA: PWS.
- Kokkinos, C. M. (2007). Job stressors, personality and burnout in primary school teachers. *British Journal of Educational Psychology, 77*(1), 229–243.
- Kremer, I. (2016). The relationship between school-work-family-conflict, subjective stress, and burnout. *Journal of Managerial Psychology, 31*(4), 805–819.
- Lau, P. S., Yuen, M. T., & Chan, R. M. (2005). Do demographic characteristics make a difference to burnout among Hong Kong secondary school teachers? *Social Indicators Research, 71*(1-3), 491–516.
- Lauermann, F., & König, J. (2016). Teachers' professional competence and wellbeing: Understanding the links between general pedagogical knowledge, self-efficacy and burnout. *Learning and Instruction, 45*, 9–19.
- Lee, R. T., & Ashforth, B. E. (1996). A meta-analytic examination of the correlates of the three dimensions of job burnout. *Journal of Applied Psychology, 81*(2), 123–133.
- López-Haugen, D. (2006). *The social competence of homeschooled and conventionally schooled adolescents. A preliminary investigation*. Newburg, USA: George Fox University.
- Maslach, C. (1982). *Burnout. The cost of caring*. Englewood Cliffs, USA: Prentice-Hall.
- Maslach, C., Jackson, S. E., & Leiter, M. P. (1996). *Maslach burnout inventory*. Palo Alto, USA: Consulting Psychologists Press.
- Maslach, C., Schaufeli, W., & Leiter, M. (2001). Job burnout. *Annual Review of Psychology, 52*(1), 397–422.
- Matud, P., Caballeira, M., López, M., Marrero, S., & Ibáñez, I. (2005). Apoyo social y salud. Un análisis de género [Social support and health. A gender analysis]. *Salud Mental, 25*(2), 35–37.
- Mazur, P. J., & Lynch, M. D. (1989). Differential impact of administrative, organizational, and personality factors on teacher burnout. *Teaching and Teacher Education, 5*(4), 337–353.

- Merellano-Navarro, E., Almonacid-Fierro, A., Moreno-Doña, A., & Castro-Jaque, C. (2016). Good university teachers: What do students say about them? *Educação e Pesquisa*, 42(4), 937–952.
- Milatz, A., Lüftenegger, M., & Schober, B. (2015). Teachers' relationship closeness with students as a resource for teacher wellbeing. A response surface analytical approach. *Frontier in Psychology*, 6, 1–16.
- Moreno, B., Garrosa, E., & González, J. L. (2000). The evaluation of stress and teacher burnout. The CBP-R. *Revista de Psicología del Trabajo y las Organizaciones*, 16(1), 331–349.
- Myers, J. L., Well, A., & Lorch, R. F. (2010). *Research design and statistical analysis*. New York, USA: Routledge.
- Neter, J., Wasserman, W., & Kutner, M. H. (1990). *Applied linear statistical models. Regression, analysis of variance, and experimental designs*. Boston, USA: Irwin.
- Norasmah, O., & Chia, S. Y. (2016). The challenges of action research implementation in Malaysian schools. *Pertanika Journal of Social Sciences & Humanities*, 24(1), 43–52.
- Otero-López, J. M., Castro, C., Santiago, M. J., & Villardefrancos, E. (2009). Job dissatisfaction and burnout in secondary school teachers. Student's disruptive behavior and conflict to management examined. *European Journal of Education and Psychology*, 2(2), 99–111.
- Pandina, T., Callahan, C. M., & Urquhart, J. (2009). Paint by number teachers and cookie cutter student: The unintended effects of high stakes testing on the education of gifted students. *Roeper Review*, 31, 40–52.
- Pérez, J., & Martín, F. (2004). *El apoyo social* [The social support]. Madrid, Spain: Ministerio de Trabajo y Asuntos Sociales.
- Pérez-García, M. P., Latorre-Medina, M. J., & Blanco-Encomienda, F. J. (2015). Fostering professional ethical competence during teacher training practice. *Pedagogika*, 118(2), 5–17.
- Queiros, C., Carlotto, M. S., Kaiseler, M., Dias, S., & Pereira, A. M. (2013). Predictors of burnout among nurses. An interactionist approach. *Psicothema*, 25(3), 330–335.
- Reinardy, S. (2011). Newspaper journalism in crisis: Burnout on the rise, eroding young journalists' career commitment. *Journalism*, 12(1), 33–50.
- Ritzer, G. (2010). *Contemporary social theory and its classical roots*. New York, USA: McGraw Hill.
- Rubio, J. C., & Guerrero, E. (2005). Estrategias de prevención e intervención del burnout en el ámbito educativo. *Salud mental*, 28(5), 27–33.
- Schaufeli, W. B., Bakker, A. B., & Rhenen, W. (2009). How changes in job demands and resources predict burnout, work engagement, and sickness absenteeism. *Journal of Organizational Behavior*, 30(7), 893–917.
- Seidman, S. A., & Zager, J. (1986). The teacher burnout scale. *Educational Research Quarterly*, 11(1), 26–33.
- Silva, M. S., Lopes, C. S., Pastor-Valero, M., & Menezes, P. R. (2016). Psychosocial work conditions and burnout among Brazilian bank employees: A cross-sectional study. *Annals of Occupational Hygiene*, 60(5), 567–580.
- Spinelli, W. M., Fernstrom, K. M., Galos, D. L., & Britt, H. R. (2016). Extending our understanding of burnout and its associated factors: Providers and staff in primary care clinics. *Evaluation & the Health Professions*, 39(3), 282–298.
- Tarcan, G. Y., Tarcan, M., & Top, M. (2017). An analysis of relationship between burnout and job satisfaction among emergency health professionals. *Total Quality Management & Business Excellence*, 28(11-12), 1339–1356.

- Thode, M. L. (1992). Problemas específicos del colectivo de profesores interinos [Specific problems of the group of interim professors]. *Revista Interuniversitaria de Formación del Profesorado*, 14, 117–135.
- Van Droogenbroeck, F., Spruyt, B., & Vanroelen, C. (2014). Burnout among senior teachers. Investigating the role of workload and interpersonal relationships at work. *Teaching and Teacher Education*, 43, 99–109.
- Verweij, H., van der Heijden, F. M. M. A., van Hooff, M. L. M., Prins, J. T., Lagro-Janssen, A. L. M., van Ravesteijn, H., & Speckens, A. E. M. (2017). The contribution of work characteristics, home characteristics and gender to burnout in medical residents. *Advances in Health Sciences Education*, 22(4), 803–818.
- Wastiau, P., Blamire, R., Kearney, C., Quittre, V., Van de Gaer, E., & Monseur, C. (2013). The use of ICT in education. A survey of schools in Europe. *European Journal of Education*, 48(1), 11–27.
- World Health Organization [WHO]. (1994). *ICD-10 international classification of diseases*. Geneva, Switzerland: American Psychiatric Publishing, Inc.
- Yap, W. L., Neo, M., & Neo, T. K. (2016). The impact of the role of teacher and balance of power in transforming conventional teaching to learner-centered teaching in Malaysian institution of higher education. *Pertanika Journal of Social Sciences & Humanities*, 24(4), 1849–1868.

