

Burnout Syndrome and its Influence on the Quality of Life of University Educators

El síndrome de burnout y su influencia en la calidad de vida de los
docentes universitarios

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Abstract

The objective of this study was to identify the presence of Burnout Syndrome and its influence on the quality of life of university educators in Colombia. A quantitative, cross-sectional, and correlational design was developed, with a sample of 462 educators to whom the Maslach Burnout Inventory (MBI) and the WHOQOL-BREF instruments were applied to measure the level of Burnout and quality of life, respectively. It was found that 55.8% of the educators presented a medium level of Burnout, 29.2% a high level, and 14.9% a low level. Emotional exhaustion was the most affected dimension (40.3% at a high level), followed by depersonalization (27.9%) and low personal accomplishment (25.3%). A strong relationship was found between Burnout and work-related variables such as longer tenure, more weekly working hours, and less rest time ($p < 0.05$). Likewise, educators with high levels of Burnout reported a significantly lower quality of life, especially in the dimensions of psychological health and work environment. The findings confirm that work overload and precarious institutional conditions increase the risk of Burnout, negatively affecting the physical, mental, and social well-being of educators. However, a high perception of personal accomplishment acts as a protective factor against professional exhaustion. It is recommended to implement institutional strategies that promote the prevention of Burnout and the promotion of educator well-being.

Keywords: mental health, educators, psychological exhaustion, depersonalization

Resumen

El presente estudio tuvo como objetivo identificar la presencia del síndrome de Burnout y su influencia

en la calidad de vida de los docentes universitarios en Colombia. Se desarrolló un diseño cuantitativo, transversal y correlacional, con una muestra de 462 docentes a los cuales se les aplicaron los instrumentos Maslach Burnout Inventory (MBI) y WHOQOL-BREF para medir el nivel de Burnout y la calidad de vida, respectivamente. Se encontró que el 55,8 % de los docentes presentó un nivel medio de Burnout, el 29,2 % alto y el 14,9 % bajo. El cansancio emocional fue la dimensión más afectada (40,3 % en nivel alto), seguida de la despersonalización (27,9 %) y la baja realización personal (25,3 %). Se encontró una fuerte relación entre el Burnout y variables laborales como mayor antigüedad, más horas de trabajo semanal y menor tiempo de descanso ($p < 0,05$). Asimismo, los docentes con altos niveles de Burnout reportaron una calidad de vida significativamente más baja, especialmente en las dimensiones de salud psicológica y ambiente laboral. Los hallazgos confirman que la sobrecarga laboral y las condiciones institucionales precarias incrementan el riesgo de Burnout, afectando negativamente el bienestar físico, mental y social de los docentes. Sin embargo, la alta percepción de realización personal actúa como un factor protector ante el desgaste profesional. Se recomienda implementar estrategias institucionales que fomenten la prevención del Burnout y la promoción del bienestar docente.

Palabras clave: salud mental, docentes, agotamiento psicológico, despersonalización

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INTRODUCTION

Burnout Syndrome is considered the physical and psychological exhaustion that a worker suffers as a consequence of his or her work activity, which is characterized by the presence of emotional exhaustion, depersonalization, and lack of personal accomplishment (Üngüren, E. (2024).

Emotional exhaustion is characterized by the presence of lack of energy, fatigue, and lack of work motivation, which are associated with personal problems and workload. Likewise, depersonalization triggers behaviors of anxiety, irritability, egocentrism, and demotivation, generally resulting from emotional detachment, while lack of personal accomplishment leads the worker to self-evaluate negatively and not feel satisfied with his or her performance at work (Salvagioni et al, 2021).

This syndrome generates an increase in the levels of stress, physical fatigue, insomnia, and family problems, which undoubtedly have a direct impact on the worker and the companies where they work, since the quality of the service provided to clients can deteriorate due to these factors (Üngüren, E. (2024).

In this sense, Burnout Syndrome associated with work is considered a health problem that can affect any worker, but particularly those whose activity is related to the care of human beings (De Hert, S, 2020). Authors such as González et al. (2015) indicate that this syndrome is very prevalent among university educators due to permanent contact with people, work conditions, personal problems, among other occupational stress factors, which trigger a negative impact on the physical, mental, and social well-being of the worker.

Shanafelt et al. (2021) indicate that educators are professionals exposed to intense and diverse occupational stressors, which in many cases lead them to develop Burnout Syndrome. In fact, the disease has become a phenomenon of epidemic dimensions and character within this professional category.

Authors such as González et al. (2015) indicate that university educators present wear and exhaustion as a result of their work, showing a very high emotional exhaustion compared to other components, such as the progressive loss of energy, emotional instability, fatigue and work exhaustion, demands from students with many needs, which in turn are interrelated with the problems affecting society.

For its part, the World Health Organization defines quality of life as the way in which the individual perceives the position he or she occupies in the cultural environment and in the value system in which he or she lives, as well as in relation to his or her objectives, expectations, criteria, and concerns. All of this is influenced, of course, by physical health, psychological state, degree of independence, social relationships, environmental factors, and personal beliefs.

In this sense, work-related quality of life is a variable strongly related to the quality of work performance. Workers with a better quality of life make more effort, show greater commitment to their work, and tend to perceive greater managerial support. On the other hand, workers with low quality of life show less effort and low reward. In this domain, perceiving insufficient reward was a determining factor in the low quality of life perceived by the worker, which is manifested in dissatisfaction with the support received from friends and with personal relationships in general (Salgado-Roa & Leria, 2018).

Therefore, the objective of this study is to identify the presence of Burnout Syndrome and its influence on the quality of life of university educators in Colombia.

METHODOLOGY

Participants

A quantitative, cross-sectional study with a correlational scope and non-experimental design was developed. The population consisted of university educators from Colombia, linked to different academic programs of higher education institutions. The final sample consisted of 462 educators, selected through non-probabilistic convenience sampling.

Inclusion and Exclusion Criteria

Educators with an active employment contract at the time of data collection, with at least six months of experience at the institution, were included. Educators on extended leave, medical disability, or those who did not voluntarily agree to participate were excluded.

Instruments

For data collection, the following standardized and validated instruments were used:

Burnout Syndrome: To measure burnout syndrome in this study, the Maslach Burnout Inventory (MBI) was used. This instrument evaluates three clearly defined dimensions: emotional exhaustion (9 items), depersonalization (5 items), and personal accomplishment (8 items). This tool is widely recognized and considered the de facto standard in burnout research due to its extensive validation and systematic use in international studies (Al-Ansari, H., & Ahmed, R; 2025) (Montealegre Suárez DP, et al; 2025) Fernández, G., & Valdez, M. (2019) González-Serrano, P., & Molina, J. (2021).

Quality of Life: To measure this variable, the WHOQOL-BREF was used, which is a generic instrument derived from the WHOQOL-100. It consists of 26 items, 24 of which generate a quality of life profile in four dimensions: physical health, psychological health, social relationships, and environment.

Ethical Aspects

The research complied with the ethical principles of the Declaration of Helsinki and Resolution 8430 of 1993. Confidentiality, anonymity, voluntariness, and the right to withdraw from the study at any time were guaranteed. In addition, the project was reviewed and approved by an institutional ethics committee.

Data Analysis

The data were analyzed using the statistical software IBM SPSS Statistics v.26, employing measures of central tendency and correlation with significance levels of $p < 0.05$.

RESULTS

Table 1

Association between the dimensions of Burnout Syndrome in university educators

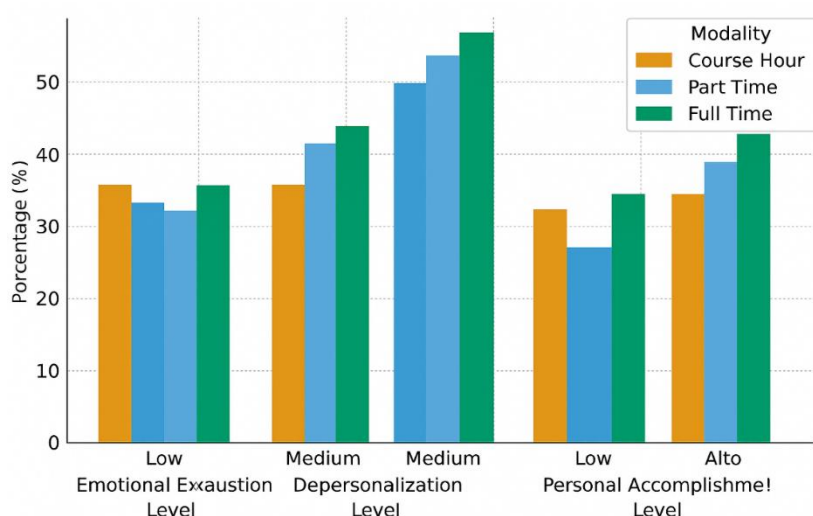
Dimension	Low (n, %)	Medium (n, %)	High (n, %)	χ^2	p
Global Burnout	69 (14,9 %)	258 (55,8 %)	135 (29,2 %)	6,24	0,04*
Emotional Exhaustion	186 (40,3 %)	90 (19,5 %)	186 (40,3 %)	5,71	0,03*
Depersonalization	129 (27,9 %)	204 (44,2 %)	129 (27,9 %)	4,95	0,04*
Personal Accomplishment	117 (25,3 %)	120 (26,0 %)	225 (48,7 %)	7,12	0,02*

Source: own elaboration.

In global burnout, most participants were located at the medium level (55.8%), followed by high (29.2%) and low (14.9%), with a statistically significant difference ($\chi^2 = 6.24$; $p = 0.04$). Regarding emotional exhaustion, a balanced distribution is observed between the low (40.3%) and high (40.3%) levels, with the medium level being the least frequent (19.5%) ($\chi^2 = 5.71$; $p = 0.03$). For depersonalization, the medium level predominates (44.2%), followed by the low and high levels (both 27.9%) ($\chi^2 = 4.95$; $p = 0.04$). Finally, in personal accomplishment, almost half of the educators (48.7%) are located at the high level, indicating an adequate sense of achievement, while the medium (26.0%) and low (25.3%) levels present similar proportions ($\chi^2 = 7.12$; $p = 0.02$).

Graphic 1

Distribution of the dimensions of Burnout Syndrome according to type of employment contract



Source: own elaboration.

Regarding emotional exhaustion, 45% of adjunct educators are located at the high level, compared to 30% of part-time educators and 39% of full-time educators. At the low level, full-time educators stand out with 39%, while adjunct educators reach 36%. With respect to depersonalization, the medium levels predominate among part-time (44%) and full-time (46%) educators, while 32% of adjunct educators are concentrated at the low level. Finally, in personal accomplishment, full-time educators present the highest percentage at the high level (47%), followed by part-time educators (39%) and adjuncts (36%). In this sense, full-time educators show greater well-being and sense of accomplishment, while adjunct educators exhibit higher emotional exhaustion.

Table 2

Work-related variables according to the level of Burnout in university educators

Burnout level	Seniority (years, M±SD)	Weekly working hours (M±SD)	Daily rest time (M±SD)
High	6,3 ± 5,6	48,7 ± 2,9	6,4 ± 1,2
Medium	5,4 ± 4,5	44,3 ± 2,7	6,8 ± 1,4
Low	5,5 ± 3,0	40,3 ± 2,7	6,1 ± 1,0

F (ANOVA)	6,31**	10,21**	2,03**
p	0,001*	0,000*	0,04*

Note: One-way ANOVA. * $p < 0.05$; **Levene statistic.

Source: own elaboration.

The analysis of variance showed statistically significant differences between the levels of Burnout and work-related variables. Educators with high Burnout reported a higher average seniority (6.3 years), a considerably greater number of weekly working hours (48 h), and less daily rest time (6.4 h). In contrast, those who presented low Burnout reported a lower weekly workload (40.3 h) and longer rest periods. These findings show that work overload and teaching seniority are factors directly associated with the increase of Burnout Syndrome (see Table 2).

Table 3

Correlations between work-related variables and dimensions of Burnout in university educators

Variables	Seniority	Working hours	Rest time
Seniority	1	,834**	,246*
Working hours	,834**	1	,012
Rest time	,246*	,012	1
Emotional exhaustion	,053	,947**	,364*
Depersonalization	,667**	,966**	,367*
Personal accomplishment	,616**	,471*	,401*
Global Burnout	,156*	,716**	,976**

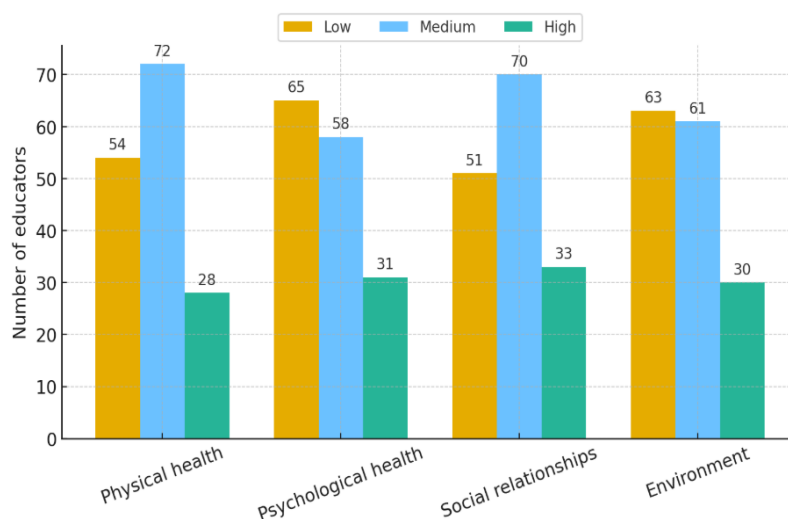
Note: Pearson correlations. * $p < 0.01$; $p < 0.05$

Source: own elaboration.

The correlation analysis showed statistically significant relationships between work-related variables and the dimensions of Burnout Syndrome. A very strong positive correlation was found between working hours and emotional exhaustion ($r = 0.947$; $p < 0.01$), as well as between working hours and depersonalization ($r = 0.966$; $p < 0.01$). Similarly, global Burnout showed significant correlations with working hours ($r = 0.716$; $p < 0.01$) and with rest time ($r = 0.976$; $p < 0.01$), indicating that a higher number of working hours and less rest time considerably increase the risk of Burnout. On the other hand, seniority was also positively related to depersonalization ($r = 0.667$; $p < 0.01$) and personal accomplishment ($r = 0.616$; $p < 0.01$), suggesting that although experience can increase professional motivation, it also exposes educators to greater emotional exhaustion (see Table 3).

Graphic 2

Levels of quality of life according to the WHOQOL-BREF



Source: own elaboration.

Regarding quality of life, measured by the WHOQOL-BREF, a predominant deterioration was observed in the dimensions of psychological health and work environment, where 42.2% and 40.9% of educators, respectively, reported low levels. In the physical health dimension, 35.1% reported problems related to fatigue, muscle pain, and sleep disorders, while only 18.2% reached high scores. Social relationships were mainly located at medium levels (45.5%), although one third of educators (33.1%) reported dissatisfaction with their personal relationships. These results reflect that the overall perception of quality of life among university educators is predominantly medium-low, with special affectation in psychological health and work environment (see Figure 2).

Table 4

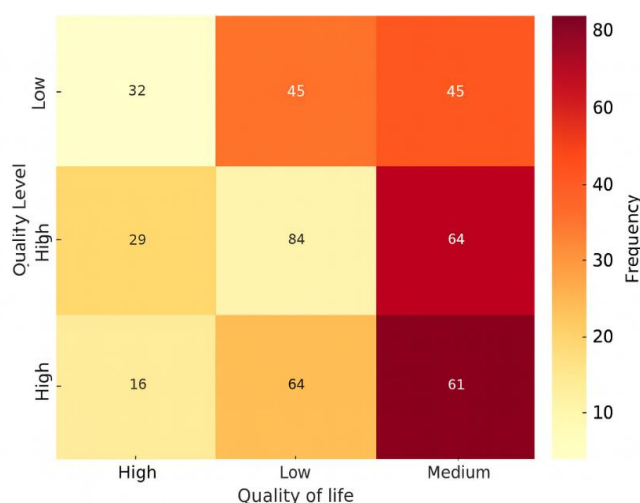
Relationship between the level of Burnout and quality of life in university educators

Burnout Level	High quality life n (%)	of	Medium quality of life n (%)	Low quality of life n (%)	Total n (%)
Low	38 (25,2 %)		89 (58,6 %)	25 (16,2 %)	151 (100 %)
Medium	29 (16,9 %)		84 (57,7 %)	39 (25,4 %)	152 (100 %)
High	16 (11,4 %)		64 (45,7 %)	61 (42,9 %)	141 (100 %)
Total	83 (18,0 %)		237 (61,1 %)	125 (27,1 %)	462 (100 %)
χ^2 (gl = 4)	22,29		—	p < 0,001	V = 0,16

Source: own elaboration.

Graphic 5

Relationship between the level of Burnout and quality of life according to the WHOQOL-BREF in university educators



Source: own elaboration.

Table 4 and graphic 5 show a significant relationship between the level of Burnout and quality of life among the 462 educators evaluated ($\chi^2 = 22.29$; $df = 4$; $p < 0.001$; $V = 0.16$). It is observed that educators with high levels of Burnout more frequently present low quality of life (42.9%), while those with low levels of Burnout are mainly associated with medium quality of life (58.6%).

DISCUSSION

The results show that the population of university educators in Colombia is characterized by a balanced participation between men and women, with a predominance of intermediate ages (31–45 years). This profile coincides with research indicating that university teaching tends to be concentrated in stages of consolidated professional development, associated with postgraduate education and significant experience (Mantai & Marrone, 2023). However, the high proportion of fixed-term contracts and work overload exceeding 40 hours per week reflect a precariousness of academic employment, which constitutes a risk factor for the physical and mental health of teaching staff (Giorgi et al., 2020).

The finding that approximately 40% of participants present high levels of emotional exhaustion confirms the literature identifying this dimension as the most prevalent aspect of Burnout in educational contexts. The administrative workload, together with the multiplicity of roles, is evidenced as a trigger for emotional exhaustion. Although depersonalization shows a lower prevalence, its manifestation implies a risk for pedagogical quality, as it can generate attitudes of detachment toward students and colleagues (Skaalvik & Skaalvik, 2010).

A paradoxical finding is the coexistence of high levels of emotional exhaustion with high personal accomplishment (49%). This suggests that, despite exhaustion, educators maintain motivation and a sense of purpose, which agrees with what was reported by Răducu et al., (2022), who indicate that self-realization can act as a protective factor against Burnout.

The assessment of quality of life reveals deterioration in the dimensions of physical health, psychological health, and work environment. The presence of fatigue, sleep disorders, and musculoskeletal pain is consistent with studies that highlight the direct relationship between working conditions and health problems among educators (Fahmy et al., 2022; Sánchez-Narváez et al., 2023).

In the environmental domain, 41% reported negative perceptions regarding infrastructure and resources, which aligns with evidence showing that low job resources and unfavorable school context conditions are associated with higher levels of teacher burnout (Skaalvik & Skaalvik, 2020). Although social relationships did not present the most critical levels, the dissatisfaction reported by one third of the educators suggests isolation and weakened support networks factors that are consistently linked to higher burnout risk (Einav et al., 2024)

The correlations found confirm the close relationship between Burnout and quality of life. The strong negative correlation between emotional exhaustion and psychological health ($r = -0.68$) reinforces what was described by Maslach and Leiter, who argue that exhaustion is the most direct predictor of deterioration in mental health. Similarly, the association between depersonalization and social relationships ($r = -0.55$) shows how emotional disconnection from students and colleagues deteriorates the interpersonal sphere (Skaalvik & Skaalvik, 2010).

On the other hand, the positive relationship between personal accomplishment and overall quality of life ($r = 0.61$) highlights the protective role of motivation and sense of achievement, in line with studies emphasizing self-realization as a buffer against occupational stress (Răducu et al., 2022). This finding underscores the importance of promoting strategies aimed at recognition and the strengthening of educators' professional identity.

The findings suggest the urgent need to implement institutional policies focused on Burnout prevention and quality of life promotion. Interventions such as reducing administrative workload, implementing self-care programs, and strengthening social support networks have proven effective in mitigating educator exhaustion. Furthermore, recognition and appreciation of the teaching role must be reinforced, as they enhance motivation and personal accomplishment, acting as protective factors against work-related stress.

CONCLUSION

A significant proportion of educators presented high levels of emotional exhaustion and, to a lesser extent, depersonalization, which negatively affect their psychological health, interpersonal relationships, and overall quality of life, particularly in the physical and environmental dimensions. However, a high perception of personal accomplishment was also identified, reflecting that, despite exhaustion and adverse working conditions, many maintain motivation and a sense of professional purpose, constituting a protective factor. Taken together, the findings indicate that the Burnout syndrome is notably present in this group and is closely associated with the deterioration of quality of life, highlighting the need to implement institutional strategies aimed at prevention, the promotion of educator well-being, and the strengthening of healthy work environments.

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