



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

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Work presented as requirement for obtaining the Bachelor's degree of "Licenciada en Ciencias de la Educación, Profesor de Idiomas Inglés"

**TITLE OF THE RESEARCH WORK**

"ANALYSIS OF THE INFLUENCE OF BURNOUT SYNDROME IN THE TEACHERS' PERFORMANCE OF ENGLISH AREA OF UNIDAD EDUCATIVA "COMBATIENTES DE TAPI", IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING DE ACADEMIC YEAR 2018-2019"

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**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y**  
**TECNOLOGÍAS**  
**LANGUAGE CAREER**

**COMMITTEE MEMBERS CERTIFICATE**

**TITLE OF RESEARCHWORK:** ANALYSIS OF THE INFLUENCE OF BURNOUT SYNDROME IN THE TEACHERS' PERFORMANCE OF ENGLISH AREA OF UNIDAD EDUCATIVA "COMBATIENTES DE TAPI", IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING DE ACADEMIC YEAR 2018-2019.

Work presented as requirement for obtaining the Bachelors degree of "Licenciada en Ciencias de la Educación, profesor de idioma Inglés". It has been approved by the Committee Members at Universidad Nacional de Chimborazo. In constancy with all exposed sign:

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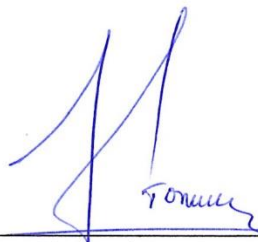


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# CERTIFICACIÓN

Que, **HERRERA VALLEJO JHONNA CAROLINA** con CC: **0603986563**, estudiante de la Carrera de **IDIOMAS**, Facultad de **CIENCIAS DE LA EDUCACION HUMANAS Y TECNOLOGIAS**; ha trabajado bajo mi tutoría el trabajo de investigación titulado **"ANALYSIS OF THE INFLUENCE OF BURNOUT SYNDROME IN THE TEACHERS' PERFORMANCE OF ENGLISH AREA OF UNIDAD EDUCATIVA "COMBATIENTES DE TAPI", IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING DE ACADEMIC YEAR 2018-2019 "**, que corresponde al dominio científico **Desarrollo socioeconómico y educativo para el fortalecimiento de institucionalidad democrática y ciudadana** y alineado a la línea de investigación **Educación Superior y Formación Profesional**, cumple con el **6%**, reportado en el sistema Anti plagio URKUND, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

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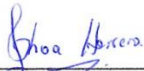
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I, Jhoanna Carolina Herrera Vallejo, student of the Language Career, I am the only author of this research named:

**“ANALYSIS OF THE INFLUENCE OF BURNOUT SYNDROME IN THE TEACHERS’ PERFORMANCE OF ENGLISH AREA OF UNIDAD EDUCATIVA “COMBATIENTES DE TAPI”, IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING DE ACADEMIC YEAR 2018-2019”.**

The ideas and commentaries specified in this document are responsibility of the author.

Riobamba, 05 de febrero del 2019



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## ACKNOWLEDGMENTS

Since I was a child, I am convinced that Education is the only way to transform the reality of people. Every day this idea grows stronger in my heart and mind and now that I am trying to finish studying my major, being an English teacher, it is necessary to express my gratitude to all those who inspire me to get it.

Nothing could be possible without my family. My father and mother with love and patience and my brother and sister with their happiness. They never let me give up. To National University of Chimborazo, to my teachers who taught me how to be a good human being and Teacher.

Finally, all my love for all the people who helped me.

Thanks of everything.

*Jhoanna Herrera.*

## **DEDICATORY**

From the bottom of my heart, Thanks to those who made me stronger, to my family that made of me the person who I am and for everybody that have made my life an incredible adventure.

*Jhoanna Herrera*

## ABSTRACT

The phenomenon of Burnout Syndrome had become a big problem. Around the world, professionals of different areas have been affected by this work-related syndrome, and English teachers are not the exception. Because of Burnout, teachers experience various changes that affect the way in which their educational labor is performed. This study aimed to analyze the influence of Burnout Syndrome in the English teachers' performance at Unidad Educativa Combatientes de Tapi. It belongs to the qualitative scope in a descriptive level and the ethnographic method. To gather the information, an open-ended question survey was adapted by the researcher from "The Maslach Burnout Inventory Educators Survey" and applied to the English teachers. Through the survey, it was realized that the English teachers presented high and mid-levels of Burnout Syndrome caused principally by the overload amount of tasks daily performed, interactional problems with their colleagues and the lack of motivation inside the working environment; carrying out a poor performance as a result. The outcomes of the research could help to administrators of the institution and English teachers to know about their reality, take adequate decisions in respect of, and in this way to improve the teachers' effectiveness.

**Keywords:** Burnout Syndrome, English Teachers 'performance, causes, effects.



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## RESUMEN

El fenómeno del Síndrome de desgaste Laboral se ha convertido en un gran problema. Alrededor del mundo, profesionales de distintas áreas se han visto afectados por dicho síndrome, los profesores de inglés no son la excepción. Debido al desgaste laboral, los docentes experimentan varios cambios que inciden en la forma en la cual realizan su trabajo. Este estudio tuvo como objetivo analizar la influencia del Desgaste Laboral y su incidencia en el desempeño docente de los maestros del área de Inglés de la Unidad Educativa Combatientes de Tapi. Su enfoque es cualitativo en un nivel descriptivo usando el método etnográfico. Para recopilar la información necesaria para este estudio, un cuestionario de preguntas abiertas fue adaptado de The Maslach Burnout Inventory Educators Survey y aplicado en los profesores de inglés. A través del instrumento mencionado se pudo notar que los docentes de inglés presentan niveles altos y medios del síndrome causados principalmente por la sobrecarga diaria de trabajo, problemas de interacción con sus colegas y la falta de motivación en su lugar de trabajo. Esto trajo como consecuencia un pobre desempeño de parte de los educadores. Los resultados de esta investigación podrían ayudar a los administradores de la institución y a los profesores de inglés a conocer más la realidad en la que viven, tomar decisiones adecuadas al respecto y de esta forma incrementar la efectividad docente.

**Palabras clave:** Síndrome de Degaste Laboral, desempeño de los profesores de inglés, causas,efectos.



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## INTRODUCTION

Nowadays, work Stress is a problem that everybody has to deal with. Various researches around the world report that in all contexts and work places people from different ages, gender, and social status have been affected by stress (Motallebzadeh, Ashraf, & Yazdi, 2014). In most of the cases, stress is successfully overcoming but sometimes it develops in a chronically condition called by experts as Burnout Syndrome. Burnout affects human health in both: Physical and Emotional and it is reported specially among human professionals service such as teachers (Gold & Roth, 2013).

Sometimes this pathology is ignored by the teachers so they continue working in spite of the symptoms. Therefore, it has become an important educational problem because not only teachers affect themselves also their students and the educational system are affected. English teachers are not the exception. Because of burnout, teachers are easily annoyed, unmotivated, suffer fatigue, tiredness, lack of creativity (Kotherja, 2013) and their classroom management skills and capacity of interaction are reduced, as well (Weinreich, 2014).

In Latin America there is a growing interest for the investigation about Burnout Syndrome among teachers. A study performed at UNESCO by Robalino, Campos & Körner (2005) is a clear example of this. In the research, it was analyzed the working conditions and professors health in 6 Latin American countries including Ecuador. The results presented about, demonstrated that there were symptoms of Burnout Syndrome in Ecuadorian teachers such as anxiety, insomnia, back pain, and difficulty in concentrating.

The fact explained before was identified at the Unidad Educativa “Combatientes de Tapi” during the researcher’s pre-professional practices in the institution. It was noticed that English teachers suffered different afflictions in their working environment that could be indicators of Burnout Syndrome. For this reason, the research intends to analyze the influence of Burnout Syndrome in the English teaching performance through the application of a survey in order to provide the necessary information for teachers and authorities to identify the symptoms of this pathology, to help teachers to

overcome this problem and so improve the teaching and learning process. The Area of the present research is Methodology with emphasis in Management.

This study has been structured into five chapters that are then exposed:

- ❖ **Chapter I:** The referential framework is presented, research problem, problem statement, formulation of the problem and objectives.
- ❖ **Chapter II:** The theoretical framework is included, theoretical background regarding to the problem to be investigated, theoretical foundation basis and basic terms definitions.
- ❖ **Chapter III:** The Methodological framework contains, research design, type of investigation, level of research, methods of research, population and sample, techniques and instruments for collecting data, operationalization of specific objectives, schedule, bibliography and annexes.
- ❖ **Chapter IV:** It contains the Analysis and Interpretation of results and Analysis and description of the survey applied.
- ❖ **Chapter V:** Conclusions, recommendations, references and annexes are included in this chapter.

# CHAPTER I

## REFERENTIAL FRAMEWORK

### 1.1. RESEARCH PROBLEM

The Burnout Syndrome affects English teachers' performance, so they became less involved in the learning process, ignoring specific needs of the students.

### 1.2. PROBLEM STATEMENT

According to Maslach, Leiter, & Schaufeli, (2008) Burnout is defined as psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with other people in some capacity such as teachers.

Since teaching is a profession, Burnout among teachers has been an important problem. Because of the stressors that coming from the students and context the teachers' inner feelings are affected and as a result their performance as well. The direct casualties of the teachers' poor performance caused by the pathology are possibly the students, and it is the reason because the issue of burnout is worth being elaborated. (Mukundan & Khandehroo, 2010).

In Ecuador a study performed at UNESCO by Robalino, Campos & Körner (2005) in the city of Quito provides as result that there were symptoms of Burnout Syndrome in Ecuadorian teachers such as anxiety, insomnia, back pain, and difficulty in concentrating.

Similar symptoms were recognized in the English teachers at the Unidad Educativa "Combatientes de Tapi". The institution is located in Juan de Velasco parish, city of Riobamba, Chimborazo province. In this educational center, Initial, Basic and High school education are offered. Along the researcher's pre-professional practices in the institution it was noticed that English teachers suffered: exhaustion, frustration, anxiety, sleeplessness, lack of motivation, feelings of overwhelming and interactional problems with their colleagues in their working environment. The symptoms could be indicators of Burnout Syndrome in them. It became to be an educational problem because the attitude of teachers who suffer Burnout towards their students is deficient

and irritable, their sensitivity is reduced and so, they became less involved in the learning process, ignoring specific needs of the students. As result of this problem students were less involved and unmotivated to study (Salazar, 2017).

The study intends to analyze the influence of Burnout Syndrome in the English teaching performance. In order to provide the necessary information for teachers and the authorities to identify the symptoms of this pathology, take the most suitable decisions to help teachers to overcome this problem and improve the teaching learning process, this fact evidences the importance of the study.

The Area of the present research is Methodology with emphasis in Management. The direct beneficiaries of this research are the English teachers of the institution, and the indirect ones are the community at the Languages Career and Universidad National de Chimborazo. The research is feasible because there are the necessary human, technological and economic resources.

### **1.3 FORMULATION OF THE PROBLEM**

How Burnout Syndrome affects the English teachers' Performance at Unidad Educativa "Combatientes de Tapi"?

#### **1.3.1 GUIDE QUESTIONS**

- How can English Teachers be recognized by suffering Burnout Syndrome?
- Why is Burnout Syndrome caused?
- What are the effects caused by Burnout Syndrome on the English Teachers' performance?

## **1.4. OBJECTIVES:**

### **1.4.1. GENERAL OBJECTIVE**

To analyze the Influence of Burnout Syndrome in the teachers' performance of English Area at Unidad Educativa "Combatientes de Tapi", in the city of Riobamba, Chimborazo province, during de academic year 2018-2019.

### **1.4.2. SPECIFIC OBJECTIVES**

- To know the Burnout Syndrome indicators on the teachers at English Area by using a survey.
- To identify the principal causes that generate Burnout Syndrome on English teachers and have an incidence in teacher's performance.
- To describe the results of Burnout Syndrome in English Teacher's performance



### 1.4.3. OBJETIVES OPERACIONALIZATION

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
Methodology	How Burnout Syndrome affects the English teachers' Performance at Unidad Educativa "Combatientes de Tapi"?	How can English Teachers be recognized by suffering Burnout Syndrome?	To analyze the Influence of Burnout Syndrome in the teachers' performance of English Area at Unidad Educativa "Combatientes de Tapi" , in city of Riobamba , Chimborazo province, during de academic year 2018-2019.	To know the Burnout Syndrome indicators on the teachers at English Area by using a survey.
		Why is Burnout Syndrome caused?		To identify the principal causes that generate Burnout Syndrome on English teachers and have an incidence in teacher's performance.
		What are the effects caused by Burnout Syndrome on the English Teachers' performance?		To describe the effects of Burnout Syndrome in the English Teachers' performance.

*Made by: Jhoanna Herrera*

## **1.5. JUSTIFICATION**

Due to Stress is the phantom of modern societies, it becomes to be an important problem to be investigated for different reasons. It is important to mention that the result of excessive stress in the working environment develops in Burnout Syndrome. In the educative field is especially relevant because according to different researchers, teachers around the world present the highest levels of this pathology.

The information provided in those investigations let us know that Burnout could appear in any educational context and can affect the teachers' performance, being this the principal concern of the study. Due to every teacher in the world have the responsibility to engage their students in the process of teaching learning. It is essential for educators to recognize what pathologies could affect their performance. In Latin America it is necessary more investigations about the syndrome because of the deficit that exists in this field.

The study results useful at Unidad Educativa Combatientes de Tapi because it provides the necessary information for teachers and authorities, to identify the symptoms of the syndrome. In order to take decisions to help teachers to overcome this problem and to improve the teaching and learning process.

It is important to do this investigation because the researcher will be able to help other teachers to prevent the pathology by using all the knowledge acquired in the elaboration of the research.

The direct beneficiaries of this research are the English teachers of the institution, and the indirect ones the Languages Career and the Universidad National de Chimborazo. The research is feasible because it counts with the necessary human, technological and economic resources.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1. THEORETICAL BACKGROUND REGARDING TO THE PROBLEM TO BE INVESTIGATED

Once revised the virtual repository of the Universidad Nacional de Chimborazo, 2 researches related with Burnout Syndrome on Teachers were identified. One of them is “Síndrome de Burnout y la personalidad en los docentes de la Unidad Educativa Isabél de Godín, Periodo 2017 - 2018” by Santos (2018) in which it was concluded that the teachers at Unidad Educativa Isabel de Godin suffered Burnout in a mid-level and there was not a relationship with the teachers’ personality. The other is “Estrés laboral en los docentes de la Universidad Nacional de Chimborazo. Riobamba. Marzo – julio 2017” by Paredes (2017) and the conclusion of the research was that there was Burnout Syndrome in the teachers at the Universidad Nacional de Chimborazo in a mid-level. Being “Reduced Personal Accomplishment” one of the most relevant aspects. Even though none of them approaches the subject being treated in this research.

In countries like Malaysia, China and Iran there were performed investigations in which Burnout among English Teachers were the principal topic. Some of the researches are: “Burnout among English Language Teachers in Malaysia” by Mukundan & Khandehroo (2010) ,“A Study of the English Teachers’ Burnout in a Local Comprehensive University in China” by Lou & Chen (2016) ,“On the Relationship between Iranian EFL Teachers’ Burnout and Self-efficacy” by Motallebzadeh (2014), “The Effect of Burnout on Teaching Performance of Male and Female EFL Teachers in L2 Context” by Shamsafrouz & Haghverdi (2015), and “Burnout and work engagement among elementary teachers : are there differences among teachers? A Cross Sectional study” by Weinreich (2014). In the first one, it was concluded that there were high levels of burnout among English teachers in the public schools in relationship with demographic factors of the participants. In the second investigation, it was concluded that the participants of the research experienced a low to mid level of burnout with five causes of burnout: factors related to the job, students, management, teacher development and family. In the case of the investigation performed by Motallebzadeh (2014) the conclusion was that younger English teachers feel more successful in their profession, and they could deal in a better way with Burnout teaching efficiency and accordingly students’ achievement. Finally, Shamsafrouz & Haghverdi (2015)

concluded in their investigation that there were a low correlation between Teacher Performance and Burnout because probably teachers use adaptive strategies that help them to maintain their performance at acceptable levels despite experiencing burnout in contrast with Weinreich (2014) who found that there is an important relationship between Burnout Syndrome and low teachers' performance.

These studies will constitute the theoretical foundation of the research.

## **2.2 THEORETICAL FOUNDATIONS BASIS**

### **2.2.1. Burnout Syndrome (BS)**

The phenomenon of burnout has been a serious problem in our society. The first appearance of this term was in the Greene's novel "A Burnt-out case" (1960), in which a disappointed, tired and spiritually distressed architect quits his job and escapes into the African jungle to beginning a new life. The description of the symptoms of the main character curiously fits with the symptoms that human service workers suffered in the real life. It was the beginning for the investigation about Burnout Syndrome.

Even though there are some opinions about what Burnout is, Maslach 's Burnout research (1972,1986, 1996,2008,2017) continues being the predominant one in this field. In it, Burnout has been defined as a physiological work-related syndrome which results from chronic stressors on the working environment. It is described also as a condition in which people lose all worries and feelings towards who are working with them so they are treated as impersonal objects (Maslach et al., 2008).This pathology involves three main dimensions or components: emotional exhaustion, depersonalization and reduced personal achievement. Only when the three conditions are perceived, people are affected by BS.

### **2.2.2. The three dimensions of Burnout**

On the word of Maslach (2017) there are there dimensions immerse in the Burnout phenomenon:

- **Emotional Exhaustion (EE) or Overwhelming Exhaustion**

It is the basic individual stress dimension of Burnout. It makes reference to the feelings of being exhausted emotionally and physically because the excess of daily activities.

- **Depersonalization (DP) or Cynicism**

It is the interpersonal context dimension of burnout. It refers to the developing of negative and callous attitudes towards various aspects of the job.

- **Personal Accomplishment (PA) or Reduced Efficacy**

The component of reduced efficacy or accomplishment represents the self-evaluation dimension of burnout. It refers to feelings of incompetence and a lack of achievement and productivity at work

### **2.2.3. Burnout among Teachers**

According to Maslach (2017) being a teacher, is one of the human helping professions, in which is reported the highest levels of Burnout. It makes sense, because as teachers it is necessary to perform some roles that go beyond “the simple thing” of providing Knowledge. In the case of English Teachers, Torres (2017) refers to some of the roles that nowadays a teacher must perform: mediator, manager, facilitator, observer, assessor, organizer, and instructor, language resource, monitor, encourager and motivator, counselor, planner, and co-communicator. Moreover:

The teaching activity requires also a lot of energy, deep involvement in many type of activities: after school meeting with parents, supervising extracurricular activities, preparing lesson plans, preparing long-term plans and projects ,and counselling students and parents. This multinational work is no rewarded, so lack of reward for contributions the job could be another factor for burnout (Colomeischi, 2015,p.1068).

About it , Colomeischi (2015) also adds that teachers who are excessively stressed lose the feeling of pride of doing something truly important or meaningful, they become lonely trying to give the best only by themselves, being selfish, and not sharing comfort or respect with others . Inside the classroom their management skills could be reduced as well.

The previous information coincides with the three aspects of burnout. Emotional Exhaustion refers when teachers put all their energy on teaching even though the results are not the expected therefore they run out of resources. The development of negative feelings by the teachers against their students, and even the school community, is a clear reference of Depersonalization. The feeling of not being happy with the teaching profession, a negative self-evaluation and as a result the sense of sadness and lose of ideals are characteristics of Reduced Personal Accomplishment.

Larivee (2012) and Maslach (2008) discovered in their researchers that all the aspects related with the syndrome are developed by teachers through the years working at the institution.

#### **2.2.4. Assessment of Burnout on Teachers**

There are some instruments to the assessment of Burnout on Teachers. But nowadays, the most useful is The Maslach Burnout Inventory Educators Survey (Maslach, Jackson, & Schwab, 1996). It is a derivation from the Maslach Burnout Inventory adapted to detect levels of Burnout specifically in educators. It is formed by 22 items that have the specific three dimensions of Burnout: Emotional Exhaustion, Depersonalization and Personal Accomplishment.

Other instrument that can be considered is The Copenhagen Burnout Inventory (Kristensen, Borritz, Villadsen, & Christensen, 2005) in which is included three scales of measuring personal burnout, work-related burnout, and client-related burnout. Teachers also can find on internet free self-evaluating instruments that can be used in order to prevent this work related pathology

In some investigations there were studied other variables joined with the application of those instruments in order to assess the syndrome in a deeper way. Some of the aspects are: gender, marital status and years working on the institution. As a curious fact, there were reported higher levels of Burnout in female teachers according to Lou & Chen, (2016) and Motallebzadeh (2014).

#### **2.2.5. Causes of Burnout on Teachers**

Most of the authors that had studied the phenomenon of Burnout since its first apparition, agrees with idea of that the causes of Burnout Syndrome could be various because the cultural background and circumstances in which the information is collected. Although, some of the possible causes for the teachers burnout were

reported by Jacobson (2016). In the research administrative problems, lack of an effective communication with the students' parents, hard schedules, learner's misbehavior, full classrooms, low pay, and lack of resources and motivation, insufficiency of rewarding, and insufficient participation in taking decisions, were mentioned as reasons to Burnout Syndrome on Teachers.

Lou & Chen (2016) argue also the lack of recognition, the everyday routine, and the loss of the desire to achieve new objectives and be on training could be causes of Burnout.

Colomeischi (2015) argues also the activities that the extracurricular activities (as meeting with parents) that are no rewarded are reasons to developing Burnout.

#### **2.2.6. Teachers' Performance**

Martínez & Lavín (2017) claim that Teachers' performance refers to all the practices and actions that are inherent to the teaching profession with a special emphasis in the effective teaching practices, such as: planning, evaluating, assessing.

Regarding to teachers' development, the Ecuadorian Ministry of Education sets the Standards of Teachers' Performance in which it is explained the characteristic that teachers should have to be an effective educator, these are: to domain the content and language in which he/she is teaching, domain the national curriculum, plan the class, be in a constant process of self- training, and be compromised with teaching learning process providing learning opportunities, assess, and keep high expectations about all the students. (Ministry of Education, 2017)

Something similar is mentioned by Stronge (2018). According to them, there some basic aspects for an effective teaching: Content expertise, Instructional design skills, Instructional delivery skills, Instructional assessment skills and Classroom management skills.

#### **2.2.7 Classroom Management**

Classroom management refers to the wide variety of activities that the teacher performs to organize and direct classes in order to achieve specific objectives in a good classroom environment (Aliakbari & Bozorgmanesh, 2015). These actions encompass works like establishing order, dealing with misbehavior, providing appropriate instruction, and taking care of the emotional and cognitive needs of the students. To

achieve this, teachers need to apply a set of strategies to organize space, time, and materials.

### **2.2.8. Consequences of Burnout Syndrome on teachers' performance**

As the causes, the effects of Burnout in the teachers' performance could be varied according to the context

. Shamsafrouz & Haghverdi (2015) performed an investigation in which there was a weak relationship between the educators' performance and the burnout dimensions. According to the author, it could be because teachers use different adaptive strategies to maintain their performance in adequate levels decreasing the levels of Burnout at the same time. In other hand, Weinreich,( 2014) affirms that Burnout Syndrome had incidence on the teachers' performance because there was notice that burned out teachers had a poorer performance than their colleagues that were motivated and engaged to teach, showing clear signal of weak classroom management skills .

The students' demotivation to study because the bad-tempered of the teachers toward them is other consequence of Burnout ,exposed by Salazar (2017).

## **2.3 BASIC TERM DEFINITIONS**

Due to the purpose of this investigation it is important to remember the meaning of the following terms:

- **Burnout Syndrome:** work-related syndrome which results from chronic stressors on the working environment.
- **Emotional Exhaustion:** It is the basic individual stress dimension of Burnout. It refers to feelings of being overextended and depleted of one's emotional and physical resources
- **Depersonalization:** It is the interpersonal context dimension of burnout. It refers to a negative, callous, or excessively detached response to various aspects of the job.
- **Reduced Personal Accomplishment:** It is the self-evaluation dimension of burnout. It refers to feelings of incompetence and a lack of achievement and productivity at work



- **Teacher Performance:** All the practices and actions that are inherent to the teaching profession with a special emphasis in the effective teaching practices, such as: planning, evaluating, assessing.
- **Management:** the wide variety of activities that the teacher perform to organize and direct classes in order to achieve specific objectives in a good classroom environment.

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

#### **3.1. RESEARCH DESIGN**

The research belongs to the qualitative approach because it focuses on identifying the main causes that generate Burnout in the English Teachers at Unidad Educativa Combatientes de Tapi and its effects in their performance in the educational context, in which they appear. The ethnographic method was used and as a technique a survey adapted by the researcher from “The Maslach Burnout Inventory Educators Survey” (MBI-ES) (1996) was applied to the English teachers at Unidad Educativa “Combatientes de Tapi”.

#### **3.2. TYPE OF INVESTIGATION**

It belongs to the **Qualitative** scope because it intends to inquire the principal reasons, opinions, and motivations involved in the object of study in his natural context, it aims to collect experiences and data which will help to understand the phenomenon.

#### **3.3. LEVELS OF RESEARCH**

**Descriptive research.** - Since it descriptively will present data about how Burnout Syndrome affects the English teachers’ performance at Unidad Educativa Combatientes de Tapi. For this reason, an open-ended question survey adapted from The Maslach Burnout Inventory (MBI) Educators Survey (1996) was applied.

#### **3.4 METHODS OF RESEARCH**

**The Ethnographic method.** - It is considered as the most useful method for the educational field; because it helps to explore the problem in a direct and natural way. Using ethnographic method is easier to find out what is currently happening in the context of the object of study.

### **3.5 POPULATION AND SAMPLE**

**Population:** It was integrated by 7 teachers of the English area at Unidad Educativa “Combatientes de Tapi” located in the City of Riobamba, Chimborazo province.

**Sample:** It was not necessary to take a sample. In the study it was considered the whole population.

### **3.6 .TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA**

In order to recognize the burnout level of the teachers, to identify the principal causes that generate Burnout on English teachers and to describe the results of Burnout in the Teacher’s performance, an open-ended survey that is an adaptation of the Maslach Burnout Inventory Educators Survey (MBI-ES) (1996) was used. The questionnaire was formed by 22 items divided into subscales: Emotional Exhaustion (nine items), Depersonalization (five items), and Personal Accomplishment (eight items) and a space in teachers could write their opinions and feelings about each item.

### **3.7. PROCEDURE**

To perform the investigation, work field and data collection, analysis of information, and informative stage were performed. The area of study of the developed research is “English Methodology”. It was necessary to analyze the influence of Burnout Syndrome in English teachers’ performance at Unidad Educativa “Combatientes de Tapi” Thus, the population was selected in order to describe how the English teachers’ performance is influenced by the syndrome.

### **3.8. WORK FIELD**

During the researcher's teaching practices, it was observed that the English teachers at Unidad Educativa Combatientes de Tapi presented various symptoms that could be considered as indicators of Burnout Syndrome. This fact was interesting for the researcher because of the educational connotation that it has. An open-ended question survey adaptation from the Maslach Burnout Inventory Educators Survey to analyze the influence of Burnout Syndrome in the teachers' performance was worked out.

The development of the research was performed in the following order:

- ❖ First, with the objective of carrying out the investigation, it was requested the permission of the principal authority at Unidad Educativa Combatientes de Tapi. The response was positive to develop it.
- ❖ Second, it was necessary to talk with the teachers of the English Area to explain the objectives of the research. They kindly agreed to cooperate with the researcher.
- ❖ The procedure of data collection was done during the second week of December 2018. There was applied the open-ended survey, which encompassed specific items to obtain the information required for the research.
- ❖ The processing of the data gathered showed suitable information to elaborate the analysis of the influence of Burnout Syndrome on the English teachers' performance.
- ❖ The Final report of the research project was performed.

## CHAPTER IV

### 4. ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.1 ANALYSIS AND DESCRIPTION OF THE SURVEY APPLIED

In order to achieve the objectives established for the present investigation, an open-ended question survey (that is an adaptation from the Maslach Burnout inventory Educators Survey or MBI-ES) was applied to 7 English teachers at Unidad Educativa Combatientes de Tapi.

##### **Objective N° 1**

**To know the Burnout Syndrome indicators on the teachers at English Area by using a survey**

Through the application of the survey, 6 of 7 English Teachers have many symptoms related to the Burnout Syndrome. There were analyzed the three components of the Survey corresponding to Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA); at the end, the scores which every English teacher got in each section were summed up to determine the level of affectation they suffer.

For understanding the information collected, it was used the scale proposed by Maslach, Jackson, & Leiter (1996). The scale is divided in three kind of levels: Low, Mid and High. There is a variation among every component of the survey because the number of the items included in each one. In the case of Emotional Exhaustion (9 items) are considered low averages from cero to eighteen, mid from nineteen to twenty six and high from twenty seven to fifty four. In the Depersonalization component (5 items), are low averages from cero to five, mid from six to nine and high from ten to thirty. In the Personal Accomplishment component (8 items) are low averages from cero to thirty three, mid from thirty four for thirty nine and high from forty to forty eight. According to the authors mentioned before, high and mid averages in the first and second component and low scores in the last component are predictors of the Syndrome.

The results obtained by the English teachers at Unidad Educativa Combatientes de Tapi are presented in the following table:

**Table 1.** Results of the survey applied in the English teachers according to each section.

<b>Participants</b>	<b>EE</b>	<b>DP</b>	<b>PA</b>
T1	30	13	23
T2	7	3	42
T3	25	8	25
T4	19	7	33
T5	29	15	8
T6	32	16	6
T7	40	25	7

Done by: Jhoanna Herrera

From the scores obtained in the survey we can assume that 4 of the 7 English Teachers at Unidad Educativa Combatientes present high levels of Burnout Syndrome, 2 of them in a mid-level, and only one does not present the syndrome. The information gathered fits with what Maslach, Leiter, & Schaufeli (2008) explain, the individuals who present mid and high scores in the items of Emotional Exhaustion and Depersonalization and low punctuations in the component of Personal Accomplishment are more vulnerable to suffer the syndrome.

An important factor mentioned by Maslach, Leiter, & Schaufeli, (2008) and Larrivee (2012) is that the disease is progressive and it is developed by the teachers through the time. It coincides with the reality of the English teachers at Unidad Educativa Combatientes de Tapi, because the four teachers who present high levels of Burnout are the ones with more years working in the institution (more than twelve years). In contrast with those who have a mid level of the syndrome and the teacher who does not present the syndrome; the last is new in the educational center. Similar results were reported by Mukundan & Ahour (2011) in their research, being the English teachers with more years of working in the institution the most affected.

Another necessary aspect to mention, is that Burnout syndrome is not inherent to gender. Even though, according to Mukundan & Khandehroo (2010) female English teacher in public institutions are more exposed to be affected by Burnout syndrome. Lou & Chen, (2016) reported in the same way, that there are higher punctuations of Burnout in female teachers. In simple words, the female English teachers in both investigations were emotionally exhausted, exhibited high levels of depersonalization and their desire of personal accomplishment was reduced. The information obtained by

the previous authors in their studies are similar to the results collected in the present research, the population studied were completely female and the investigation was made in a public institution too.

### **Objective N° 2**

**To identify the principal causes that generate Burnout Syndrome on English teachers and have an incidence in teacher's performance.**

Even though the causes of Burnout Syndrome are different according to the contexts in which they are gathered, some of the causes expressed by the educators are like-minded to the reasons collected in other investigations. There was analyzed the information provided by the English teachers in the open-ended question survey according to their own feelings and point of view and then the opinions were summarized. Down below the principal causes expressed by the six English teachers are reported.

### **Emotional exhaustion**

The first criteria analyzed was the tiredness and fatigue because of the daily activities they have to perform; the reasons were collected from the nine items corresponding to this category and most of the teachers expressed similar causes.

They mentioned that being a teacher is more than just providing knowledge, the teachers have to perform a lot roles with their students each day. In fact teachers have to fulfill more than one role, they have to be facilitators, observers, assessors, organizers, and instructors (Torres, 2017) that's the reason why they feel exhausted at the end of the day.

The teachers also affirmed that they have to deal with the disruptive behavior of student of different ages and after class provide attention to their parents. Due to those activities, working with people all day is really a strain for them.

The English educators mentioned they feel that are working too hard in their job because they had to take a lot of administrative work to their homes in addition to their normal activities such as planning for the next classes, preparing material and assessing. In this regard, Colomeischi (2015) explains that the multidimensional no rewarded

work performed by the teacher after school in which is included meeting with parents, supervising extracurricular activities, preparing lesson plans and projects, and counselling students and parents are some of the causes to Burnout.

### **Depersonalization**

The second criterion to be analyzed was the negative feelings towards the students and the educational environment in general. Some teachers affirm that is better to treat their students in an impersonal way to avoid misunderstandings. They believe that the excess of friendship could be a reason why their pupils do not put a conscious effort to learn despite of their help.

The educators indicated that they prefer to be more callous since they took this jobs regarding to the problems around, do not express their opinions and work alone because their colleagues (not all of them) have the tendency to create bad rumors and their words about a topic could be changed.

Due to all the repression that exist nowadays against teachers, the cases of sexual abuse that recently were reported in our country and the fear to lose their job caused by it , professors prefer to keep away from the students' personal problems. We can assume that this fact is also affecting to these teachers. Jacobson (2016) exposes that the feeling of loneliness, lack of support from colleagues, the feeling of being overwhelmed by workload, lack of autonomy, lack of respect from administrators, few opportunities to be teachers leaders, classroom management and discipline problems are causes to Burnout Syndrome in teachers.

### **Personal accomplishment**

The reduction of personal accomplishment is experienced by teachers when they feel that something they are doing is not really important or meaningfully. The teachers said that the feeling of frustration in their job is originated from the less participation that they have when taking decisions and also they feel unmotivated by their working environment.

The four teachers who experienced high levels of Burnout affirm that they did not obtain relevant goals in their jobs. The teachers reported with mid-levels of the syndrome, explained that are expecting to obtain in their future their objectives as new capacitations or degrees. Another, teachers affirm that following the same routine every



day, for many years, it is extremely tiring so they do not have the desire and neither the time to obtain new knowledge

In this respect, About it, Lou & Chen (2016) affirm that the everyday routine, lack or recognition to their labor, lack of effort from their students to learn and lack of accomplishment are other causes of burnout in English teachers.

### **Objective N° 3**

#### **To describe the results of Burnout Syndrome in English Teacher's performance**

Finally, the causes provided by the teachers and some of the items of the survey were used. It is possible to recognize how the teachers' performance is affected by the syndrome.

According to the answers expressed, it can say that because the English teachers feel frustrated and demotivated with their working environment in various aspects their performance is poor. It could be evidenced in the little enthusiasm communicated by them to follow the same routine every day. As Kotherja (2013) argues, when a teacher is unmotivated suffers lack of creativity and tends to plan and perform the lessons mechanically rather than in meaningful way to their students, just following the activities established in the books used.

Another consequence derived from the syndrome is showed in the rejection of teachers to take courses; in consequence, the methodologies, material and resources are not updated being prejudicial for students.

In the same way, it was notorious that the English teachers preferred to be away from the problem of their students, do not caring about the things that are important for them and treating their pupils as impersonal objects. It provoked an impartial and easy irritable attitude from the English teachers to the students; therefore, the special needs of the students are ignored and they are demotivated to study (Salazar, 2017). It is a serious problem because in the process of learning another language is essential to make students be engaged (Gardner, 2007).

The English Teachers affirmed also that their students blame them for their bad scores and they have problem to deal with their misbehavior. The lack of motivation that the students feel could be the reason for both. If the motivation is not provided in a correct way, a vicious circle in which teachers and students blame each other would be developed (Falout & Maruyama, 2004).

Teachers also said that they do not like to share time with their colleagues and prefer working alone, being selfish and become insolated. It has an implication in their performance because Burnout teachers who are not able to share with others do not have opportunities to increase their knowledge and in this way improve their praxis (Colomeischi, 2015).

## CHAPTER V

### 5. CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 CONCLUSIONS

Once analyzed the information gathered joining with the contributions of some authors, it was concluded that:

- ❖ Four of the seven English Teachers at Unidad Educativa Combatientes presented high levels of Burnout Syndrome, two of them are in the mid-level, and only one did not present the syndrome.
- ❖ The causes that generate the Burnout Syndrome on the English Teachers at Unidad Educativa Combatientes de Tapi and have incidence in their performance are diverse but the excessive amount of tasks and roles that they have to perform every day not only inside the institution but outside too, deal with parents, students' misbehavior, the repression that there is nowadays against the teachers, lack of effort to learn by the students, gossip and selfishness among colleagues and the lack of motivation inside the working environment are the most aggressive ones.
- ❖ The results of Burnout Syndrome in English Teachers' performance are a poor performance because they felt frustrated and demotivated by their working environment; the methodologies, material and resources are not updated because the rejection of teachers to take courses, unmotivated students to learn English because the teachers' attitude, lots of opportunities to increase their knowledge and improve the process of teaching learning through the collaborative work with their colleagues.

## **5.2. RECOMMENDATIONS**

- ❖ The teachers who have been affected by Burnout Syndrome should receive professional help channeled by the institution in which they are working.
- ❖ The English teachers at Unidad Educativa Combatientes de Tapi should take courses to be prepared about how to deal with the students and their parents.
- ❖ The institution should promote constantly spaces of interaction in which the teachers could share their experiences with their colleagues, improve their knowledge

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## 5.5 ANNEXES



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACION, HUMANAS Y**  
**TECNOLOGÍAS**  
**ESCUELA DE IDIOMAS**

### Objectives:

- To know the Burnout Syndrome indicator on the teacher at English Area by using a survey
- To identify the principal causes that generate Burnout Syndrome on English teachers and have an incidence in teacher's performance.
- To describe the results of Burnout Syndrome in English Teacher's performance

**Description:** Burnout has been defined as a work-related syndrome which results from chronic stressors on the working environment .It affects human health in both: Physical and Emotional. It is reported specially among human professionals service as teachers. This instrument is an adaptation from The Maslach Burnout Inventory - Educators Survey (MBI-ES) .The questionnaire is formed by 22 items with three subscales: Emotional Exhaustion, Depersonalization and Personal Accomplishment.

**Instructions:** According to the scale that is presented (0-6), provide a score based on your feelings to the following statements.

0	1	2	3	4	5	6
<b>NEVER</b>	<b>SELDOM</b>	<b>NOW AND THEN</b>	<b>REGULAR</b>	<b>OFTEN</b>	<b>VERY OFTEN</b>	<b>ALWAYS</b>
Never	Few times a year or less	Few times a month or less	Few times a month	Once a week	Few times a week	Every day



**IF YOUR ANSWER IS PLACED FROM 3 TO 6; PLEASE SHARE WITH US THE PRINCIPAL CAUSES OF EACH ITEM.**

**1. I feel emotionally tired of my work** (\_\_\_\_)

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**2. I feel exhausted at the end of the day** (\_\_\_\_)

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**3. I feel fatigued when I have to get up in the morning to face another day.** (\_\_\_\_)

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**4. I can easily understand how my students feel about things** (\_\_\_\_)

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**5. I feel I treat some students as impersonal objects** (\_\_\_\_)

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**6. Working with people all day is really a strain for me** (\_\_\_\_)

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**7. I deal very effectively with the problems of my students** (\_\_\_\_)

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**8. I feel burned out from my work** (\_\_\_\_)

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**9. I feel I'm a positive influence on other people lives through my work** (\_\_\_\_)

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**10. I have become more callous toward people since I took this job** (\_\_\_\_)

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**11. I worry that this job is hardening me emotionally** (\_\_\_\_)

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**12. I feel frustrated by my job** (\_\_\_\_)

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**13. I feel I'm working too hard in my job** (\_\_\_\_)

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**14. I don't really care what happens to some students** (\_\_\_\_)

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**15. I can easily create a relaxed atmosphere with my students** (\_\_\_\_)

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**16. I feel exhilarated after working with my students** (\_\_\_\_)

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**17. I have accomplished many worthwhile things in this job** (\_\_\_\_)

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**18. I feel like I'm at the end of my rope** (\_\_\_\_)

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**19. In my work I deal with emotional problems calmly** (\_\_\_\_)

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**20. I feel some students blame me for some of their academic problems** (\_\_\_\_)

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**21. In my work, people bother me with personal problems that I don't want to be bothered with** (\_\_\_\_)

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**22. I try to keep away from the personal problems of my students** (\_\_\_\_)

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