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A Síndrome de Burnout em docentes do ensino superior de instituições privadas de Santarém, PA.

The Burnout Syndrome in professors of private higher education institutions of Santarém, PA.

El estudio el síndrome de burnout en docentes de instituciones privadas de enseñanza superior de Santarém-PA.

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RESUMO: A Síndrome de Burnout implica em diversas consequências sociais e afeta negativamente a qualidade de vida do docente e do trabalho desenvolvido. Compreende as seguintes dimensões: Ilusão pelo trabalho, Desgaste psíquico, Indolência e Culpa. O objetivo deste artigo foi estudar a Síndrome de Burnout em docentes das instituições privadas de ensino superior de Santarém-PA e sua relação com características demográficas, laborais e estilo de vida. Foi realizado estudo transversal com 311 docentes das áreas da saúde, exatas e humanas. Utilizou-se o instrumento autoaplicável, *Cuestionario para la Evaluación del Síndrome de Quemarse por el Trabajo*- e regressão linear múltipla para o estudo de cada uma das quatro dimensões da Síndrome de Burnout. Os resultados mostraram que tempo de docência e tempo de docência na instituição; qualidade da relação com chefias, colegas e alunos; presença de recursos necessários para o trabalho; desejo de mudar de profissão e percepção de saúde foram algumas das características que estiveram relacionados com as dimensões da Síndrome de Burnout. Portanto, necessita-se de investimentos em políticas institucionais que visem a melhoria da qualidade de vida do docente nas suas funções laborais e investimentos nas condições de trabalho.

Palavras-chave: Síndrome de Burnout. Docentes. Condições de trabalho.

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ABSTRACT: The Burnout's Syndrome implies many social consequences and affects negatively the professors' quality of life and their work. It comprises the following dimensions: illusion at work, mental exhaustion, Indolence and Guilt. The purpose of this paper was to study the Burnout's Syndrome (BS) in professors of private university education of Santarém-PA, and to investigate the relation with demographic and labor characteristics and lifestyle. A cross-sectional study with 311 professors in the areas of health, science and arts was done. We used the self-report instrument, Cuestionario para la Evaluación del Quemarse syndrome por el Trabajo-SBI, and multiple linear regression was used for each of the four dimensions of burnout's syndrome: Illusion at work, mental exhaustion, Indolence and Guilt. The results showed that teaching time and institution teaching time; quality in relation to the heads of the institution, colleagues and students; presence of necessary resources for the work; desire to change the profession and health perception were some of the characteristics who were related with the dimensions of the BS. The results of this study confirm the existence of burnout's syndrome among professors. Therefore, it is necessary investments in institutional policies who can improve the professors' quality of life in their work functions and investments in work conditions.

Keywords: Burnout's syndrome. Professors. Work conditions.

RESUMEN: El Síndrome de Burnout implica diversas consecuencias, siendo las sociales, las que más afectan sobremanera la calidad de vida del docente y del trabajo por este desarrollado. Comprende las siguientes dimensiones: Ilusión por el trabajo, Desgaste psíquico, Insensibilidad y Culpa. El objetivo de este artículo fue el de estudiar el Síndrome de Burnout (SB) en docentes de instituciones privadas de enseñanza superior de Santarém-PA, su relación con características demográficas, laborales y estilo de vida. Se realizaron estudios transversales con 311 docentes pertenecientes a las áreas de salud, exactas y humanas. Se utilizó el instrumento autoaplicable, *Cuestionario para la Evaluación del Síndrome de Quemarse por el Trabajo-CESQT*, y regresión lineal múltiple para el estudio de cada una de las cuatro dimensiones de la SB. Los resultados demostraron que tiempo de docencia y tiempo de ésta en la institución; calidad de relación con jefes, colegas y alumnos; presencia de recursos necesarios para el trabajo; deseo de cambiar de profesión y percepción del estado de salud fueron algunas de las características que estuvieron relacionadas con las dimensiones del SB. Por tanto, se hace necesario un plan de inversiones en las políticas institucionales que visen mejorar la calidad de vida del docente en sus funciones laborales y en las condiciones de trabajo.

Palavras clave: Síndrome de Burnout. Docentes. Condiciones de trabajo.

1 INTRODUCTION

Quality of life, in terms of physical and mental health, is essential for the full realization of people, both personally and professionally. However, achieving good levels is not always easy, according to various personal, professional and institutional factors. These are revealed in education, one of the most affected areas by global changes, transmuted by fast and profound transition of the

industrial society to an economy of service provision that devastates the professional identity of the individual¹.

These transformations of the post-modern society have deeply impacted the working conditions, bringing more charges to workers in order for them to produce increasingly, prioritizing the capital accumulation^{1,2}. The contemporary world demands, from the individual, multiple skills to solve complex situations that are daily presented in the different spheres of activity, being essential that all professionals develop intra and interpersonal intelligences^{2,3,4}. In this context of change, professors had to adapt and instrumentalize to respond to new demands of the labor market, which requires increasingly skills as, for example, knowing how to use technological resources, deal with conflicts in interpersonal relationships and appropriate of several knowledge. Furthermore, it has been observed that the educational environment, quite often, presents lack of organization and, consequently, poor people management⁴.

To worsen this situation that distances from a healthy environment, the daily conviviality with many students can generate stress in professors^{5,6}. Adding to this, it has been observed that the teaching work, inspired by the industrial model of production in series, ended up fragmenting, determining that professionals could develop simultaneous functions and devote less time for their professional development, aside from reduce their leisure time, social and family coexistence⁷.

Frequently, professors are focus of expectations of students, parents and various segments of society that see, in education, the foundation for personal and professional life^{1,7}. Such social demand, not always achieved in school education, ends up producing a strong malaise, caused by psychosocial stressors linked to the nature of its functions and the institutional and social context in which these are exercised. This condition, usually, leads to physical and emotional exhaustion¹.

To the International Labour Organization, the teaching activity is considered as high risk, being the second professional category, worldwide, to bear occupational character diseases^{7,8,9,10}, demonstrating the gravity of the professional's illness process. Among these diseases, you can identify Burnout Syndrome (BS), considered as a complex phenomenon, multidimensional, resulting from the interaction between individual and labor aspects⁸.

The syndrome¹¹ can be assessed by four dimensions: the illusion at work, mental exhaustion, indolence and guilty^{12,13,14} and it is associated with various characteristics of workers. Among them, gender, age, marital status, children^{11,12}; personality characteristics and self-efficacy^{15,16}; professional experience, career development, interpersonal relationships, social support, conflict and ambiguity of role, control, work overload, pressure at work, motivation at work and satisfaction at work^{17,18} and organizational climate, socio-cultural and political context^{19,20}.

In Brazil, Burnout is known as the professional depletion syndrome, but is not yet widely known by the medical area, making it difficult to diagnosis⁷. Due to this reality, this study aimed to study the Burnout Syndrome in professors of private institutions of higher education in Santarém, PA, and its relation to demographic characteristics, labour and lifestyle.

2 MATERIAL AND METHODS

A cross-sectional study with data regarding all professors of the three institutions involved was performed: CEULS/ULBRA - Lutheran University Center of Santarém; IESPES - Hope Institute of Higher Education and FIT - Integrated Faculties of Tapajos. As a previous step to the data collection, was carried out contact with the general direction of each institution and, subsequently, with the coordinators of the courses for clarifications on the objectives of the study and authorization for its realization. After this referral, professors were contacted in their own academic units, in order to facilitate the participation in the research. In this study, there was no exclusion criteria of the research participants.

Data collection was conducted from October to November 2014 with all 311 professors from three institutions of higher education: CEULS/ULBRA (71), IESPES (120) and FIT (120), in the fields of health (medicine, nursing and physical education), human (languages and pedagogy) and exact sciences (engineering and mathematics). For data collection, it was used self-applicable instrument composed of variables related to demographic, labour and lifestyle characteristics, and the *Cuestionario para la Evaluación del Síndrome de Quemarse por el Trabajo-CESQT*-, in its four dimensions, adapted and validated for the portuguese language by Gil-Monte, Carlotto and Câmara¹².

The CESQT is a scale that assesses how the worker experiences his work in four dimensions, according to a theoretical model of understanding of the BS: (1) illusion at work, understood as a person's expectation of achieving their employment goals, as a source of personal and professional fulfillment; (2) mental exhaustion, synonymous with emotional and physical exhaustion determined by work in the daily relationship with people who have or create problems; (3) indolence, negative attitudes of indifference and cynicism before that clientele; and (4) guilt, arising from the way they feel about the work performance¹².

The low score on the dimension of the "illusion at work" and the high score in "mental exhaustion" correspond to the first manifestations of chronic professional stress. Arise, then, negative attitudes towards customers (high levels of indolence). Finally, the employee may express feelings of guilt, not being a constant for all people. On that basis, there are two different profiles. The profile 1 refers to a set of feelings and attitudes resulting from work stress, but doesn't incapacitate the subject to perform his work. This is characterized by low illusion at work and high levels of psychological wear and Indolence. In the profile 2, it is found a major involvement of emotional and physical health, and, in addition to the characteristics of the profile 1, there is the feeling of guilt¹².

The instrument presents 20 items divided into four subscales: illusion at work (five items), mental exhaustion (four items), indolence (six items) and guilt (five items). Each item is rated on a frequency scale that ranges from 0 (never), 1 (rarely), 2 (sometimes), 3 (often) and 4 (very often).

The investigated demographic factors were: age (years), gender (male and female), education (graduation, specialization, master, doctorate and post-doctorate), marital status (with partner and without partner), children (yes and no) and economic classification. For this last one, it was used the rating of the Brazilian Association of Companies and Research-ABEP²¹ that proposes a score system to measure the purchasing power of urban families categorized into five classes. In the

analysis, these were grouped as follows: A + B, C, D + E.

In terms of labour factors, the investigated issues were guided by the following variables: teaching time (in years), teaching time in the institution (in years), coordination function, another remunerated function (yes and no), weekly working time (hours), daily number of people to deal with, age range of students (<20, 20 to 29, 30 to 39, 40 to 49, 50 to 59, ≥ 60 years), relationship with colleagues, relationships with immediate chiefs, relationships with superior chiefs, with employees, with students (very good, good, indifferent, bad, very bad), exercise task beyond the function, wage compatibility with activities, resources to work, consider changing profession, consider changing institution and consider changing service or function in the institution. The evaluated lifestyle refers to being: studying (yes, no), hours of sleep at night on weekdays (hours), fatigue frequency in daily activities (almost never or never, 1 to 2 times/week, 3 to 4 times/week, > 5 times/week), free time available during the week (hours), free hours available on weekends (all my time, one and a half day, one day, half day, <3 hours a day, no time), leisure time (hours) and health perception.

Data were analyzed in the *Statistical Package for the Social Sciences*® (SPSS) program, version 17. Were performed statistical analysis of descriptive nature to the presentation of the population of this study and multiple linear regression, by the stepwise method to evaluate the predictors variants of the Burnout Syndrome dimensions. In order to the use of multiple linear regression, multicollinearity assumptions, uniqueness, homogeneity in variances, normality and linearity were tested, being in agreement for their use. Thus, a simple regression was used with all independent variables (illusion at work, mental exhaustion, indolence and guilt) to identify those that presented $p \leq 0,20$ to be considered in multiple regression.

This study is in accordance with the Resolution 466/2012, of the National Health Council, and was approved by the Research Ethics Committee - CEP (n°416.936). All professors who participated in the research have signed the Informed Consent Form, and agreeing with their participation and noting the goals.

3 RESULTS

3.1 Characteristics of professors

There was predominance of the male gender 51.1%, age over 40 years 42.1% and self-reported skin color brown/black 72.3%. Regarding the academic qualification, 46.7% reported having specialization, master or doctorate. Regarding the family, 75.2% had a partner; 62.0%, two or more children, with most of them belonging to economic class B 70.0% and 65.0% reported having a religion (Table 1).

Considering the labor characteristics (table 2), 48.9% of respondents reported that their performance as a teacher occurs for over 10 years, 69.4% with average working time of five to nine years in the institution and most have another remunerated function 90.7%. Regarding the quality of relationships, 58.8% of respondents reported good relationship with colleagues; 60.1% with immediate chiefs; 64.3% with superior chiefs and 59.8% with employees. In the tasks carried out in addition to the function, 52.6% have exercised them sometimes, 95.5% reported that, most of

the time, received the necessary resources to carry out their duties and 56.9% reported that the working environment is quite healthy. When asked if they think about changing careers, 78.5% said rarely; 80.7% rarely thought of changing institutions and 81.7% rarely, of changing service in the institution.

In relation to the lifestyle (Table 3), professors revealed an average time of sleeping hours which varies from three to six hours 92.6%; 58.2% reported three to five weekly daily free hours and 49.8% reported 1,5 free days at the weekend. The perception of fatigue was reported, between one and two times a week, by 74.0%. Among professors, 52.0% attributed score between 7 and 8 for their health perception.

Table 1 – Demographic characteristics of higher education professors of private institutions of Santarém, PA-2014.

Demographic Characteristics	n	%
Gender		
Male	159	51,1
Female	152	48,9
Age		
< 30 years	63	20,2
30 to 40 years	117	37,6
> 40 years	131	42,1
Self-reported skin color		
White	86	27,7
Brown/black	225	72,3
Education		
Full graduation	166	53,3
Specialization/Master/Doctorate	145	46,7
Marital Status		
With a partner	234	75,2
Without a partner	77	24,8
Children		
0	107	34,5
1	11	3,5
≥2	191	62,0
Economic classification		
A	70	24,4
B	201	70,0
C + D	17	0,6
Religion		
Yes	202	65,0
No	109	35,0

Table 2 – Labour characteristics of higher education professors of private institutions of Santarém, PA-2014.

Labour Characteristics	n	%
Years of profession		
0 to 4	86	27,6
5 to 9	73	23,5
≥ 10	152	48,9
Years of institution		
0 to 4	19	6,1
5 to 9	216	69,4
≥ 10	76	24,3
Another remunerated function		
Yes	282	90,7
No	29	9,3
Relationship with colleagues		
Very good	126	40,5
Good	183	58,8
Relationship with immediate chief		
Very good	124	39,9
Good	187	60,1
Relationship with superior chief		
Very good	102	32,8
Good	200	64,3
Indifferent	09	2,9
Relationship with employees		
Very good	118	37,9
Good	186	59,8
Indifferent	07	2,3
Tasks beyond function		
Often	67	24,6
Sometimes	143	52,6
Rarely	62	22,8
Necessary resources		
Very often	297	95,5
Few times	14	4,5
Healthy work environment		
Considerable	177	56,9
More or less	128	41,2
Few	06	1,9
Think about changing careers		
Rarely	244	78,5
Sometimes	57	18,3
Often	10	3,2

Think about changing institution		
Rarely	251	80,7
Sometimes	49	15,8
Often	11	3,5
Think about changing service in the institution		
Rarely	254	81,7
Sometimes	49	15,8
Often	08	2,6

Table 3 – Characteristics related to lifestyle of higher education professors of private institutions of Santarém, PA-2014.

Characteristics of lifestyle	n°	%
Number of sleeping hours/day		
3 to 6	288	92,6
> 6	23	7,4
Daily free hours during the week		
0 to 2	76	24,5
3 to 5	181	58,2
> 5	54	17,3
Free hours at the weekend		
Every day	19	12,5
1 ½ day	155	49,8
1 day	86	27,7
< 1 day	31	9,9
Fatigue frequency for daily tasks		
Hardly	38	12,2
1 to 2 x / week	230	74,0
3 to 4 x / week	32	10,3
> 4 x / week	11	3,5
Health perception		
0 to 2	02	0,6
3 to 4	05	1,6
5 to 6	38	12,2
7 to 8	162	52,0
9 to 10	104	33,4

3.2 Factors related to Burnout dimensions

In the dimension illusion at work (Table 4), eight variables achieved statistical significance in the multiple linear regression. Marital status and teaching time in the institution presented direct relation with the illusion. That is, professors without companions and with more time in the institution present greater illusion. The other variables presented an inverse proportional relationship. Thus, lower illusion score was found among those with longer teaching time, those who have a worse relationship with their immediate supervisors, who do not receive necessary resources for the development of their activities, those who think more about changing careers, those with more time to sleep at night and those who reported better health. This model explained 24% of the variability of the indolence phenomenon in the sample.

In the mental exhaustion (table 4), ten variables presented meaningfulness, explaining 47% of the variability of this dimension. Among these, age and teaching time in the institution inversely related with the outcome. The younger the age and the shortest the time in the institution, the greater the mental exhaustion was. The other eight variables related directly. That is, as the teaching time increased; the relationship with immediate supervisors and students went from very good to good; the lack of material resources to work has increased; the quality of the physical work environment has worsened; the frequency of thoughts about changing careers has increased, hours of sleep at night and fatigue to perform daily activities, as well as the increase of the mental exhaustion.

In relation to the dimension indolence (table 4), seven variables presented statistical significance, explaining 39% of the variability of this phenomenon in the sample. Those who reported very good quality of the relationship with the immediate superior, those with best conditions with the physical environment at work and inferior health perception, achieved the highest score in this dimension. As well as most of indolence was also found among the worst relationship with colleagues and students; the ones who think more often about changing careers and with less free time on weekends.

In relation to dimension fault, four variables were statistically significant. This model was the one that presented the lowest coefficient of determination, managing to explain only 17% of the variability of guilt among the studied professors. To the extent that the relationship with col-

leagues and immediate chiefs aggravates, the number of free hours during weekdays and fatigue in performing daily activities increases, the feeling of guilt also increases. On the other hand, those who exercise activities in addition to the function presented lower scores in this dimension.

Table 4 - Results of the multiple linear regression for the dimensions illusion at work, mental exhaustion, indolence and guilt.

DIMENSIONS	B	Beta	p
ILLUSION AT WORK*			
Marital status	,154	,110	,027
Teaching time	-,219	-,307	,000
Teaching time in the institution	,102	,200	,001
Relationship with immediate supervisors	-,329	-,267	,001
Necessary material resources	-,094	-,122	,014
Change profession	-,099	-,151	,003
Hours of sleep at night	-,076	-,174	,001
Health perception	-,052	-,126	,011
MENTAL EXHAUSTION**			
Age	-,072	-,206	,001
Teaching time	,236	,297	,000
Teaching time in the institution	-,078	-,138	,027
Relationship with immediate supervisors	,248	,181	,001
Relationship with students	,151	,113	,020
Necessary material resources	,118	,137	,004
Healthy work physical environment	,138	,145	,003
Change profession	,128	,174	,003
Hours of sleep at night	,063	,129	,005
Fatigue to perform daily activities	,440	,400	,000
INDOLENCE***			
Relationship with colleagues	,140	,163	,031
Relationship with immediate supervisors	-,264	-,298	,000
Relationship with students	,109	,127	,033
Healthy work physical environment	-,088	-,144	,012
Change profession	,077	,162	,004
Daily average of free hours on weekends	,052	,118	,028
Health perception	-,085	-,288	,000
GUILT****			
Relationship with colleagues	,140	,146	,053
Relationship with immediate supervisors	,197	,200	,008
Exercise tasks in addition to your function	-,065	-,128	,022
Daily average of free hours during the week	,032	,163	,005
Fatigue to perform daily activities	,148	,188	,002

* $r^2 = 0,24$; ** $r^2 = 0,47$; *** $r^2 = 0,39$; **** $r^2 = 0,17$.

4 DISCUSSION

In this study, predominated the male professors, in contrast to a teaching feminization trend, whose roots are historical and cultural. This trend of feminization has been confirmed in the teaching of basic education and, later, in higher education. It occurred as a result of women's struggle to establish themselves professionally, setting up a niche in the labor market that they managed to occupy more easily²². In a larger approach, that women's sense of the teaching profession goes beyond the fact that the majority of professors are female, by understanding the feminization of spaces and practices even when occupied by men²². It can be deduced that this phenomenon occurs as a result of a differentiated profile of this professional, characterized by a basic profession (self-employed professional), which precedes the teaching profession. This fact demands a scientific background, whose base identifies the professional with a social and economically valued profession in relation to teaching. This means that, these professionals emerge from professions, culturally considered as masculine, whose educational focus is the scientific dimension²².

In regard to education, this still is insufficient, compared to titration of professors from other regions of the country. IBGE and INEP^{22,23} surveys, performed in the south and southeast regions, show that the number of professors with master and/or doctorate degree is much higher than in the north and northeast, and this may occur due to the insufficient offer of these courses in these regions^{23,24,25}.

More than 59% of professors are under 40, indicating that they are young adults, but with considerable experience, since almost half have ten or more years in the profession.

As for labour characteristics, it is emphasized that most have other remunerated function, indicating the existence of other basic professions (self-employed professionals: bachelors in law, lawyers, engineers, agronomists, nurses, administrators among others), as answered in the data collect instrument. In the past, the professor's work had a high social relevance, although economically undervalued. The teaching profession was perceived as a vocational "act", which generated personal and professional satisfaction. Today, this vocation has given way to a professional strictly connected to bureaucratic and technological issues, with pleasure giving place to the need. Teaching work has been fragmented, proliferating a series of functions that are performed, devoting less time for the professional development, leisure and social life, fulfilling an exorbitant workload requirement to ensure their livelihood and the family^{7,8,10,13,14,17,19,23,24}.

In this regard, a few years ago, the International Labour Organization (ILO) introduced the concept of decent work. This is a broad notion linked to well-being, which involves protection of the rights of the working class, productive work, decent and health promoter^{1,5,7}. The absence of these characteristics can trigger occupational hazards. Adequate psychophysiological conditions positively impact the well being, health and commitment of workers with the organization^{4,6,11,14,17,24,25}.

In this sense, it is perceived the relationship work/rest with the lifestyle, that draws attention to the short period of rest, on which most reported (three to six hours) of sleep, not rest time. This situation shows little quality of life, if we also consider the free time on weekends. Constable and Russell²⁵ report that the accumulation of tasks, work overload, few time to rest and leisure, lead to dissatisfaction and work insecurity.

On the other hand, it is perceived the quality of relationships between professors and colleagues, students, staff and leaderships. Similarly, it calls attention to the fact that most of them state to receive necessary resources to perform the tasks. A study performed by UFRJ²⁵ concludes that the lack of resources promotes Burnout. Regarding the working environment, is evidenced high prevalence of professionals who do not think about changing profession, institution or service in the institution itself, suggesting, perhaps, a high commitment level and satisfaction of those professors with the institution.

In relation to lifestyle, it is verified that more than half of professors feel tired at least twice a week, but more than 85% scored their health with a grade superior or equal to seven. Studies have pointed to excessive consumption of vital energy that leads, progressively, to wear, emotional exhaustion, depersonalization^{25,26,27,28}.

Analyzing the results of the multiple linear regression to the dimension illusion at work, single professors have small probabilities to develop BS. This result contradicts the studies of Maslach and Jackson⁹ to whom married people have less burnout than the single people, separated or widowed, because they are considered more psychologically mature and with a healthier lifestyle⁹.

The other variables, that had inversely related, agree with the mentioned study⁹: married professors and with more time in the institution have a different view of their work. For the authors, the wages, benefits and security are more important factors than excitement and personal satisfaction. In addition, the authors point out that family life may have provided more

experience in dealing with other people and their problems. On the other hand, it is also understandable that as time progresses, the relationship with the superiors aggravates, the professors think about switching careers and now they have less hours of sleep, which increases the lack of illusion, one of the dimensions of the syndrome.

These results were also found in other studies, explaining that the relationship with the illusion at work occurs as a result of its excessive demands^{13,15}.

Considering the multiple linear regression to mental exhaustion, it is important to highlight the fact that younger professors, consequently, with less experience, are more liable to wear. It is assumed that, because they still don't fully dominate the specific skills of teaching, they may accumulate frustrating experiences. For teaching skills, it means not only the domain of scientific knowledge and its didactic transposition, but also demands that come from relationships with the students and superiors, among others^{20,22,23,24}. This result suggests that it is possible the emergence of BS in professors throughout their profession, and it can start mildly, going to a severe allegiance of the professional practice. According to Benevides²⁵ and Cordes and Dougherty²⁸, the BS emerges at the beginning of the professional career, being externalized later on with the development of work activities.

Another finding was the relation between the variables relationship with students and immediate chiefs with the mental exhaustion dimension in which, the worse these relationships are, the higher the mental exhaustion rates are. The pleasant relationship in the work environment tends to act as a protection factor against Burnout, once the colleagues who provide support and friendship are important in times of conflict^{2,4,11}. Several studies indicate that emotional exhaustion covers feelings of hopelessness, loneliness, depression, anger, impatience, irritability, tension, empathy reduction; feeling of low energy, weakness, concern; increase of susceptibility to disease and sleeping disorders^{27,28,29,30,31,32}. Still, in these studies, authors identified that emotional detachment causes the feeling of alienation from others, and their presence is often unpleasant and unwanted. Low professional accomplishment or low work satisfaction can be described as a feeling that very little has been achieved and what is performed has no value^{33,34,35,36,37}.

Similarly, a good relationship with students also decreases the possibility of developing Burnout. While the poor quality of the relationship with the student body difficults the teaching task in achieving their goals in the classroom, which are transmitting knowledge, values, attitude and cultura³⁷.

In the dimension indolence, the worst relationship with colleagues and students, thinking about changing careers, less free time on the weekend, better working conditions and inferior health perception have increased the outcome. A study conducted by Campos²⁶ determined that good relationships with colleagues and healthy physical environment contribute for the professional to have satisfaction in the professional practice and little predisposition to develop the BS^{13, 14,18,25}

In the dimension guilt, those who most perform tasks beyond the function feel guiltier. In this case, it is possible that this feeling occurs because they perceive that they are working beyond of what is good and suited to themselves and, therefore, do not feel happy with those who are being²⁷. Exercise tasks that go beyond the teaching function, such as the bureaucratic ones, can generate a work overload that is seen as a predictor of guilt, having no relation to mental exhaustion^{35,36}. The work overload has been one of the predisposing variables of the BS, because when its quantity and quality go beyond the capacity of people, they tend to generate illness⁷.

It is also observed that, as far as the relationship with colleagues and immediate chiefs gets worse, the free hours during weekdays increases and the fatigue in the performance of daily activities increases, also increases the feeling of guilt. Quite possibly, the mechanism of guilty production is the same. The dissatisfaction of the professor with whom he's being produces a perception that he is not taking care well enough of himself and, with that, the emotional exhaustion rates appear, feelings of hopelessness, loneliness, depression, anger, impatience, irritability, tension, decreased of empathy; feeling of low energy, weakness, concern; increased susceptibility to diseases and sleeping disorders.

The professor who has a good relationship with immediate headship, usually, develops a perception of professional freedom, presents motivation in work activities, enthusiasm, feels respected and expresses positive attitudes, reducing the possibility of illness¹⁶.

On the other hand, in the dimension indolence, the better the relationship with colleagues, there is more indolence, being possible that it occurs due to the bond that is stated, generating a greater commitment of the professors and, consequently, greater concern in the execution of their functional responsibilities, leading them to overcome their physical and emotional ability, being manifested by the loss of satisfaction with their work²⁸.

The study also revealed that the less the institution provides human resources and materials for the work, the greater the disillusion with work, the mental exhaustion and indolence. It is known that private higher education institutions have experienced a recession process, with insufficient resources, which has hindered the teaching work and its personal and professional achievement^{13,20,25}. The claims related to the taking of arrangements, by the educational institutions, in attention to health care coming from work, have been strongly driven by trade unions of these professionals^{24,25}.

Other relevant data in the study was that professors who are considering changing their careers have greater disappointment, mental exhaustion and indolence. It is possible that this occurs because they are dissatisfied with the work performed, with the physical environment, with the lack of recognition and professional appreciation, generating a feeling of wear and the desire of no longer continue in the teaching career or exercise it in another institution that may generate negative attitudes of indolence^{1,4,5,6,12}.

On the subject of rest and leisure, the variable fatigue frequency to perform activities of daily living with the highest score of mental exhaustion and guilt stood out. This can be explained by the long hours devoted to work activities, jeopardizing the activities of the private life, taking the professor to a sense of exhaustion and development of Burnout.

With regard to the average variable of free hours on weekends, a higher level of indolence was found as they decreased the free hours. This finding appears to be in line with the exercise of the role in addition to the assignment, suggesting that a higher occupancy be a syndrome predictor.

5 FINAL CONSIDERATIONS

Our contemporary actuality imposes countless daily challenges in people's life, in their multiple dimensions. In the professional dimension, they are daily in that the mark of the knowledge era is the speed of information and technological advances. Social, political, cultural and economic demands require certain professional profiles to attend these social demands. In the field of teaching, is no different. More and more a dynamic profile is required, with mastery of skills and expertise in the research field of education and extension, it is required that the teacher is able to teach and produce knowledge, translated into publications, whose scores are

indispensable to the current legislation (Law of Directives and Basis of National Education, National Education Plan), linked to the bureaucratic demands of its daily make. At the same time, psychosocial skills in the field of relationships are required, among other tasks that compose this profile that generates the worker's illness in work activities. In this context, the BS is presented as a psychosocial problem that has brought many concerns, because it jeopardises the mental health of the professor reverberating on his physical and social health.

It is believed that these results can be used by the investigated institutions in order to, with this diagnosis, perform interventions that minimize the consequences of the syndrome for the professor, your audience and the organization itself.

It is suggested, to the investigated institutions, institutional policies of appreciation of higher teaching with interventional actions to minimize the labor impacts that act as predictors of the syndrome, such as: investing in the quality of the relationship between professors and chiefs (immediate and superior); providing necessary resources for their work, cultivation of a healthy environment; policy of professional valuation regarding the Career Plan.

In relation to professor, promote the discussion on the prioritization of quality of life, so that it may be understood that sometimes it is needed to make favorable choices to oneself. Therefore, this study had the role of investigate a situation which tends to get worse and instigate the search for different ways in the personal and organizational level of professors and investigated institutions. It is, then, an alert to institutions for them to do their part, in order to provide better quality work for professors.

All knowledge is situated historically, revealing certain geographical and temporal reality. Therefore, the present investigation showed the reality of Santarém with specific temporal cutting and may be modified in the future. For now, its value is in supporting future studies on the subject and, perhaps, show prevention perspectives of BS to professional professors.

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