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Teachers' Well-being: A Case Study Over the Causes of Burnout Syndrome in Teachers from
Two Schools in the Southern part of Costa Rica

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Teachers' Well-being: A Case Study Over the Causes of Burnout Syndrome in Teachers from Two Schools in the Southern part of Costa Rica

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Resumen

Las responsabilidades de los maestros crecen cada día en el sistema educativo actual. Con la creación de nuevas tecnologías y el desarrollo de nuevas investigaciones, el conocimiento relacionado con la educación ha crecido enormemente en las últimas décadas. Sin embargo, existe la preocupación de que, aunque se hayan desarrollado nuevas metodologías, se hayan investigado nuevas estrategias para aumentar el aprendizaje de los estudiantes y hayan surgido nuevos tipos de análisis para la praxis educativa, hay pocos artículos que mencionen el agotamiento cognitivo y físico real que la implementación de estas nuevas metodologías podría estar causando a los maestros y cómo estos procesos afectan su praxis.

El objetivo principal de esta investigación es analizar el estado actual del bienestar de los maestros en dos escuelas diferentes mediante un proceso de observación y la realización de una encuesta para comparar estos resultados con los datos reales que se pueden encontrar sobre el síndrome de burnout. Para encontrar datos relacionados con el desempeño de los maestros, las diferentes causas del síndrome de burnout en la actualidad, los efectos positivos y negativos en el bienestar de los maestros, y los efectos de estas condiciones en el proceso de evaluación dentro del aula. Establecer una relación entre estos dos temas podría sentar las bases para futuras investigaciones sobre la prevalencia del síndrome de burnout entre los maestros y la creciente preocupación de los educadores sobre su praxis.

Palabras Clave: Burnout, educación, síntomas, preocupación, mejora docente.

Abstract

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Teacher's duties grow every single day in the current education system. With the creation of new technologies and the development of new research, education-related knowledge has grown largely in the last few decades. However, there is a concern that even if new methodologies were developed, new strategies to increase the students' learning were researched, and new types of analysis for educational praxis emerged, there are few articles mentioning the actual cognitive and physical burnout that the implementation of these new methodologies could be causing over the teachers and how these processes affect their praxis. The primary goal of this research is to analyze the current state of teacher well-being in two different schools by conducting an observation process and conducting a survey to compare these results to the actual data that can be found about burnout syndrome. To find data related to teachers' performance, the different causes of burnout syndrome nowadays, the positive and negative effects on teachers' well-being, and the effects of these conditions on the assessment process within the classroom. Setting a relation between these two topics could establish the base for future research on the prevalence of burnout syndrome among teachers and the rising concern of educators about their praxis.

Keywords: Burnout, education, symptoms, worry, educators improvement.

Introduction

Teaching has been, is, and will always be a demanding occupation independently of any external factor that could affect its development within and outside the classroom. Teachers have faced new challenges through the years, and new methodologies have arisen to respond to those adjustments. As a result, most teachers have adapted and transformed their praxis to perform the best education possible (Hascher & Waber, 2021). However, in the middle of this innovation process, it is necessary to evaluate aspects such as the work overload, health, and well-being of teachers to comprehend if the process is optimal and advancing as intended. Additionally, to have the optimal setting for students to learn, it is also a priority to have the teacher's optimal setting to develop each class.

Understanding that there are factors affecting teachers' well-being in the current times within the public school system is a challenge that needs to be addressed with precaution. As one of the points, the time used by teachers to match the speed of the rising innovations has become increasingly overwhelming to the point that most of the teachers fall into the symptoms of burnout (Van Droogenbroeck et al., 2014). This condition is one of the main reasons educators are resilient enough to change or implement new classroom strategies, leading to a poorly conditioned classroom learning environment (Alessandri et al. 2018). Nevertheless, the question remains: is it all due to innovation, or is it due to other factors?

This case study is focused on finding and studying the factors that may cause teachers of two public schools in Costa Rica to have their well-being affected. Additionally, these factors are associated with the teachers' praxis and their impact on the learning process.

Theoretical Background

Teacher's Well-Being

Well-being could be defined differently depending on the person studying the case and on the perspective of each individual. For some people, this concept is just a phrase that represents physical health, for others, the psychological state of people, and for some individuals, it encompasses both. However, all concepts and definitions agree on the fact that it is an important topic that should be studied and analyzed thoroughly due to its impact on students' and teachers' conduct within and outside the classroom (Bardach, et al., 2022). Some authors have tried to define well-being following the same definition given by the World Health Organization (WHO) in the 1950s which was described as a state of complete physical, mental, and social well-being, as opposed to the mere absence of disease or

infirmity (Hascher & Waber, 2021). Additionally, adding the teacher to that concept leads to a different understanding.

Teacher's well-being has been a topic that has passed unintentionally hidden, but relevant simultaneously. Due to the pandemic caused by the virus SARS-CoV-2 in 2020 and the abrupt change of conditions, a big part of the population started noticing the issues and affectations that having poor well-being can cause to a person (Bouza et al., 2023). In teachers' case, associating this problem with the effectiveness in the classroom, student development, and educational policies portrays why the education system needs more studies on this topic.

Teacher's Conditions and Factors that Affect Teachers' Well-Being

Teaching is known as one of the most demanding professions or, in most cases, being a teacher is a full-time job. Educators are bound to be known as professionals within and outside the classrooms, as well as taking their profession to new lengths and sometimes overlapping it above their daily lives. In the same vein, acknowledging the conditions in which teachers work nowadays shrinks the possible causes of an illness or symptoms related to BS, and it helps the identification of improvement points that could be a potential problem during the academic and educational praxis of educators.

According to different authors such as Jamal et al. (2023), Borrelli et al. (2014), and Evers et al. (2002), the conditions of teachers are not optimal to perform in the most ideal environment nowadays. In most cases, teachers have to work hard to deal with different factors attached to the profession, such as big groups, long shifts, extracurricular activities, and homework in addition to the schedule in the school. Simultaneously, external factors such as the climate, parents, children's behavior, and administrative conflicts could be

present in a teacher's life. This research seeks to understand that every factor interacting with the teacher inside or outside the classroom or the educational center could lead to a cause-and-effect relationship with the teacher's well-being.

Effects of Low Well-Being

In all situations, every cause produces an effect. In the case of teachers' well-being, the factors that influence the teaching praxis and development within and outside the classroom determine the effects on the teacher. These affectations are usually noticed in the effectiveness and development of the classes. Furthermore, they could be manifested as stress, panic attacks, frustration, demotivation, grumpiness, impoliteness, and disillusionment (Mahmoodi-Shahrebabaki, 2019), and, in most cases, these representations of negative emotions could be prevented by only studying and analyzing the current state of the education system. Authors such as Zee and Koomen (2016) pointed out that most of the teachers' effects registered in articles are acquainted with the well-being of a teacher focused on stress.

As aforementioned, several different factors could lead teachers to a poor condition in which their physical and psychological health is compromised. Nowadays, the main problem resides in the innovative part of education. Even though it is important and necessary, most educators are flooded with new mechanisms, approaches, inventions, and so on leaving a short time for them to adapt accordingly. On the other hand, there is a part of the educators that show rejection toward the educational field after experiencing burnout syndromes. Considering that being a teacher requires an emotional connection with the profession, having signs of loss of this acquaintance is a normal notice to a decreasing involvement from teachers in their classes.

These constraints affect the careers of teachers and interfere with students' learning environment, processes, and outcomes. As a result, it is important to help teachers feel comfortable and willing to teach; according to authors such as Schoeps et al. (2021) and Slišković et al. (2019), teachers who experience burnout show less participation and influence over their working environments, causing poor learning environments and more challenges in the classrooms. Understanding that teachers are essential factors that define the quality of education should be a point of starting to question and worry about their physical and mental health as a priority.

Studies in Costa Rica

In Costa Rica, a number of papers that have researched mental health and its implications for people have been increasingly noticeable. However, there is a lower sector of those researchers focused on the implications for teachers. For this purpose and after an exhaustive review of the literature, the researcher found four relevant research studies that pointed out the impact of teachers with burnout syndromes in Costa Rica assertively.

The first study was conducted by Chavez (2021). In his research, he explored the importance of well-being for teachers and presented some challenges and recommendations for future teachers. The participants of this research were seven teachers from private and public institutions in Costa Rica. The findings showed that the main assertions addressed by the participants were that their well-being was being affected by workload, lack of fair compensation, extended shifts, and scarce free time.

The second research paper was written by Ramirez et al. (2020). In this case, they presented the different levels of burnout that could be found in different high schools in Costa Rica. The results of this study showed that even if the causes of the symptoms are internal or

external to the profession itself, they directly affect the teaching process. The authors also mentioned that the recurrent problems mentioned by the participants were the lack of time to exercise due to the overload of work.

The third research study was carried out by Alpizar and Araya (2018). They conducted a diagnosis on the burnout syndrome of university professors. They found out that the universal issue of burnout among university educators is tiredness after the work shift which the participants denominated by saying that they feel worn out and at the limit of their capabilities.

The fourth study described the emotional contrast educators face in Costa Rica when it comes to stressful situations by surveying 131 teachers from public schools (Retana-Alvarado et al., 2022). In their research, they found out that educators do not have the tools or preparation to face the stress and, as a result, they end up falling into the burnout spectrum.

All these research studies mentioned before agreed on one specific point, the educators of Costa Rica, independently of the level, grade, or institution, have problems related to burnout to a certain degree. Once the problematic and relevance of it have been addressed, the proposal for this research is to point out the causes of burnout among teachers in the rural areas of Costa Rica and study them to raise awareness of the causes of burnout which may differ from the other parts of the country but stay within the same adjacents.

Objectives:

General objective

- To study the different factors that affect teachers' well-being causing burnout.

Specific objectives

- To identify the factors that affect teachers' well-being in Costa Rica.

- To link burnout syndrome to the causes affecting the teachers' well-being.
- To exemplify that teachers' well-being is closely related to the burnout syndrome in the current public educational system of Costa Rica.

Methodology

For this study, qualitative research with an explanatory design was followed in the analysis of the data collected. Nine teachers from two different public institutions from the southern part of the country, specifically from the province of Puntarenas in Ciudad Neily and Paso Canoas participated in answering a questionnaire/interview based on the Burnout Assessment Tool redesigned and adapted by Schaufeli et al. (2020). The instrument consisted of open-ended questions intended to find if the teachers exhibited any symptoms of burnout, such as exhaustion, mental distance, cognitive impairment, emotional impairment, psychological complaints, or psychosomatic complaints (See Appendix A.). Additionally, a set of open-ended questions was added to comprehend the perspective of teachers about the possible causes of the issue (See Appendix A.). Additionally, the validation of the instrument was carried out by asking one university professor to provide feedback for the instrument created. To analyze the results, the author used a descriptive procedure in which the results are compiled, studied, and summarized into main predetermined thematic categories

Ethical Considerations

Since collecting data is the primary feature of all research, the names, places of work, and specialization of the participants will remain anonymous to protect the people and the answers provided for this research. However, to understand the main focus of the data, it is necessary to study, check, and extract the content of the answers provided by the participants.

Results

In the following section, the explanation and representation of the answers provided by the participants are shown and tabulated for a better understanding of the reader. The breakdown of these results will be presented as a data triangulation aligning the comments with the representation of Burnout Syndrome (BS).

Exhaustion

The information collected from questions one to six of the questionnaire was focused on finding out the level of exhaustion and the possible causes that the teachers may have. Six out of the nine participants agreed that being a teacher is exhausting and demanding. Additionally, they mentioned that it becomes even more difficult to work when the environment is toxic and oppressive. Additionally, all the participants expressed that they felt exhausted at the end of the shift.

Mental Distance

When it comes to questions seven to eleven, the participants agreed on the fact that even while working, it is hard to maintain a focus on the class and the flow of it. The participants expressed that they feel that their work is relevant to their students and that is the reason why they keep trying their best, but there are times when they feel disconnected or isolated from their work within the classroom.

Cognitive Impairment

In the instrument, questions twelve to fifteen were meant to identify if teachers have had or experienced any cognitive impairment due to their work. All the participants pointed

out that their work has ground them strongly when it comes to their cognitive presence, motivation, and focus inside their classroom. One important point to mention is that participants coincide with the fact that the treatment and behavior of the administrative part of the institution generate their cognitive impairment.

Emotional Impairment

Questions from sixteen to eighteen of the instrument were focused on understanding the emotional condition of the participants. The data collected showed that all nine participants were having constant mental breakdowns and emotional changes due to their work conditions. The participants who shared deeper personal information stated that the control of their emotions has experienced ups and downs frequently due to the treatment of the administration, the workload, and the attention to the students.

Psychological Complaints

To identify the psychological complaints of the participants, the questionnaire had questions nineteen to twenty-one to compile this data. Even if the psychological factor depends individually on the person, the answers obtained portrayed a pattern in this regard. Even if two participants described their complaints as something normal or easy to deal with, the other seven participants strictly emphasized that their psychological state is scarred and in constant fluctuation. This problem extends to the point where four participants added that they are under medication to work properly.

Psychosomatic Complaints

The last four questions of the questionnaire looked to identify if there were any type of changes in the physical context of the participants. Most of the participants (six out of nine) concurred that even if teaching is a tough profession itself, they have noticed different physical changes, such as weight loss, appetite loss, headaches, breathing problems, and even nose bleeding. All the participants attributed all the problems mentioned before to the heavy workload and the toxic work environment they cope with.

Discussion

Comparing the information gathered from all the participants with the data studied before, it can be said that there is a problem in the education system. The fact that all of them agreed on different points with similar answers is worrying and alarming (even more, considering that the population was divided into two different public schools in the southern part of the country). After analyzing the data, it is possible to acknowledge that teachers are suffering from BS since this illness can be represented differently according to the person experiencing it (Mahmoodi-Shahreabaki, 2019). Following this idea, the data collected showed that teachers not only receive influence from students while working but also from different factors, such as the administrative area of the institution, students' parents, personal affectations, weather conditions, or work overload which agrees with the data collected by Jamal et al. (2023) and Evers et al. (2002).

On the other hand, the most frequent answer addressed by the participants was related to the poor and toxic atmosphere provided by the administrative areas, it can be argued that the BS is caused primarily by the work environment over the workload as was theorized at the beginning of this research. This information differs from the results obtained by Ramirez

et al. (2020) in which they demonstrated that most of the recurrent problems are related to lack of time due to work overload. However, the workload is not ruled out as a source of stress for the teachers and as one of the main causes of teachers' focus loss while in the classroom.

Based on the data collected to create the theoretical framework of this research, authors such as Mahmoodi-Shahrehabaki (2019) and Zee and Koomen (2016) concluded that most of the effects of low well-being on teachers were focused on emotional constraints. Such issues as stress, panic attacks, and demotivation were mentioned as current emotions experienced daily by the participants which exemplifies that the authors were correct that most of the effects are not only linked to stress. Additionally, during the analysis, it was found that the results obtained by Retana-Alvarado et al. (2022) about teachers not being able to face stress are consistent. The participants commented that to manage the life of a teacher, they have to resort to medications because there is no preparation nor tools to help them with the problems.

Conclusions

This section is divided into three parts due to the importance of the findings and the relation between them and the objectives of this research. For this purpose, the conclusions are specified into the categories of causes of burnout, affectations on teachers' well-being, and implications of the educational system in Costa Rica.

Causes of Burnout

The first objective of this research was to identify the factors affecting teachers' well-being in Costa Rica. The study and the results of this research showed that teachers are

suffering from burnout due to causes such as work environment issues, interpersonal relations in the institutions, workload, medications, and personal experiences which leads them to feel uncomfortable or exhausted while working. It is necessary and imperative for all schools and teachers to identify the causes that could affect the performance of educators. It is necessary to reevaluate the condition of each educational institution and how this operates to avoid more factors arising within the institutions. Additionally, it is required to study and prevent these situations from happening because it only creates affectations and a downside on the educational process.

Affectations on Teacher's Well-Being

The second objective aimed to link the BS to the causes found affecting the teachers' well-being. Along with the results, there is a remarkable observation that needs to be addressed in this conclusion. It is that some teachers are now being medicated to work properly and develop the tasks asked from them. Knowing this, having the teachers' health at risk and medicated to perform inside a classroom represents a warning to the complete system. It seems that society has forgotten that teachers are humans too and that the performance of those humans is linked to their well-being. It is certain that if teachers are feeling neither physically nor psychologically well, the development and delivery of classes and instructions would be detrimental.

Implication of the Education System in Costa Rica

The third objective was to exemplify that teachers' well-being is closely related to the BS in the current system of education in Costa Rica. As a result, this research sustained what was already known in the different research studies that have been conducted on this topic.

However, it is interesting to analyze the implications this type of illness could have on the education system. Over the years and taking into consideration the results obtained, the consequences of having teachers with BS and the scarcity of intentions to help them are visible and alarming. The main implication that could be addressed is the lack of motivation to teach that teachers represent due to these problems. Having demotivated educators could generate lower-quality results in their teaching praxis which leads to learning problems for students and a possible educational crisis in the system.

All in all, the three main objectives were fulfilled in this research, which confirms the need for studies on teachers' well-being and the importance of keeping in contact with the people at the front of the educational system. Keeping in mind that the performance of the educational system depends on the teachers' abilities should warn future researchers, coordinators, and ministers that it is necessary to find solutions or, at least, options that heal the current problems and prevent future ones. A proposal that MEP and other employers should consider after developing this study is the opening of spaces for teachers to release their concerns or express their needs to perform their jobs in a better way.

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Appendices

Appendix A. Instrument #1. Questionnaire/Interview for teachers

Universidad Nacional, Costa Rica

Department of Educology

Master's Degree in Education, English Learning

Module: Final Graduation Project

Facilitator: Mag. Juan Pablo Zuñiga Vargas



This instrument was created to identify the connection between burnout syndrome and teachers of two schools in the southern part of Costa Rica. The results obtained by the researcher will be used only for academic purposes in the master's degree program from Universidad Nacional.

Exhaustion

1. How would you describe your work environment?
2. How would you describe your mental or physical state at work?
3. How much effort does your job require you to put in?
4. How would you describe the energy levels that you have while working?
5. How do you feel at the beginning of your working day?
6. How do you feel at the end of your working day?

Mental Distance

7. What are your feelings about your job?
8. How would you describe a day at your work?
9. What are your thoughts while working during the day?
10. What are your feelings about your job?
11. What are your thoughts about what your job means to others?

Cognitive Impairment

12. How would you describe your attention at work?
13. What factors influence your focus at work?
14. How would you define your attention at work?
15. How many times do you get distracted by other activities while working?

Emotional Impairment

16. How would you describe your emotional control at work?
17. Which factors could you mention that may alter your emotional state at your work?
18. What experiences have you had related to different emotions such as anger, sadness, anxiety, or other emotional reactions in your work?

Psychological Complaints

19. What would you define as a stressful situation at work? and how often do you have these situations?
20. How would you define a worrying situation at your work? and how often do you have these situations?
21. Have you ever experienced a panic attack while working?

Psychosomatic Complaints

22. How often do you notice changes in your body's behavior due to your work?
23. What are some of those changes?
24. How would you describe your body health in the last years of work?
25. How often do you feel sick or have illnesses at work? What would you consider to be the cause?

Researcher's adaptation from the BAT designed by Schaufeli (2020)

Appendix B. Instrument #1. Interview for teachers translated into Spanish

Universidad Nacional, Costa Rica

División de Educología

Maestría en Educación, Aprendizaje del Inglés

Módulo: Trabajo Final de Graduación

Facilitador: Mag. Juan Pablo Zuñiga Vargas



Este instrumento fue creado para identificar las causas y la relación entre el síndrome de burnout y los profesores de dos escuelas diferentes en la zona sur de Costa Rica. Los resultados obtenidos por el investigador serán utilizados únicamente con fines académicos en el programa de maestría de la Universidad Nacional.

Agotamiento

1. ¿Cómo describiría su ambiente de trabajo?
2. ¿Cómo describiría su estado mental o físico en el trabajo?
3. ¿Cuánto esfuerzo requiere su trabajo de usted?
4. ¿Cómo describiría sus niveles de energía mientras trabaja?
5. ¿Cómo se siente al comienzo de su jornada laboral?
6. ¿Cómo se siente al final de su jornada laboral?

Distancia mental

7. ¿Cuáles son sus sentimientos hacia su trabajo?
8. ¿Cómo describiría un día en su trabajo?
9. ¿Cuáles son sus pensamientos mientras trabaja durante el día?
10. ¿Cuáles son sus sentimientos hacia su trabajo?
11. ¿Cuáles son sus pensamientos sobre lo que su trabajo significa para los demás?

Deterioro cognitivo

12. ¿Cómo describiría su atención en el trabajo?
13. ¿Qué factores influyen en su enfoque en el trabajo?
14. ¿Cómo definiría su atención en el trabajo?
15. ¿Cuántas veces se distrae con otras actividades mientras trabaja?

Deterioro emocional

16. ¿Cómo describiría su control emocional en el trabajo?
17. ¿Qué factores podría mencionar que pueden alterar su estado emocional en su trabajo?
18. ¿Qué experiencias ha tenido relacionadas con diferentes emociones como ira, tristeza, ansiedad u otras reacciones emocionales en su trabajo?

Quejas psicológicas

19. ¿Qué definiría como una situación estresante en el trabajo? ¿Y con qué frecuencia tiene estas situaciones?
20. ¿Cómo definiría una situación preocupante en su trabajo? ¿Y con qué frecuencia tiene estas situaciones?

21. ¿Alguna vez ha experimentado un ataque de pánico mientras trabajaba?

Quejas psicosomáticas

22. ¿Qué tan a menudo nota cambios en el comportamiento de su cuerpo debido a su trabajo?

23. ¿Cuáles son algunos de esos cambios?

24. ¿Cómo describiría su salud corporal en los últimos años de trabajo?

25. ¿Qué tan a menudo se siente enfermo o tiene enfermedades en el trabajo? ¿Qué consideraría como la causa?

Adaptación por Blanco (2024) del BAT diseñado por Schaufeli (2020)

Appendix B. Validation of the instrument

Universidad Nacional de Costa Rica
Maestría en Docencia con Énfasis en el Aprendizaje del Inglés
Validación de instrumentos para Trabajo Final de Graduación

1. IDENTIFICACIÓN DEL EXPERTO.

Nombre y apellidos: _____

Profesión: _____

Lugar de Trabajo: _____

2. DATOS SOBRE LA INVESTIGACIÓN.

Tema

Teacher's burnout syndrome

Problema de investigación:

Teachers' Well-being: A Case Study Over the Causes of Burnout Syndrome in Teachers from Two Schools in the Southern part of Costa Rica

Objetivo General

- To study the different factors that affect teachers' well-being causing burnout.

Objetivos Específicos

- To identify the factors that affect teachers' well-being in Costa Rica.
- To link burnout syndrome to the causes affecting the teachers' well-being.

- To exemplify that teachers' well-being is closely related to the burnout syndrome in the current public educational system of Costa Rica.

INSTRUMENTOS PARA VALIDAR

- Interview/questionnaire for the teachers of primary school to identify the possible causes of burnout in their respective institutions.

4. PROCESO DE VALIDACIÓN

4.1. Validación instrumento No. 1: Entrevista para los docentes

CATEGORÍAS DE ANÁLISIS	SUBCATEGORÍAS DE ANÁLISIS INCLUIDAS EN EL INSTRUMENTO	PREGUNTA O ÍTEM CORRESPONDIENTE
Causes of affectation to the well-being of teachers	Exhaustion	1-6
	Mental distance	7-11
Linkage between burnout and the causes	Cognitive impairment	12-15
	Emotional impairment	16-18
Exemplification of possible illness related	Psychological complaints	19-21

to burnout syndrome	Psychosomatic complaints	22-25
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JUICIO DEL EXPERTO:

Con respecto, con los criterios de valoración que se definen a continuación, complete la rúbrica que se presenta en la siguiente tabla, marcando con una equis (x) dentro de la opción que usted considere según sus criterios.

Criterios	Escala				Comentarios ¿Cómo se puede mejorar?
	Muy apropiado	Apropiado	Inapropiado	Muy inapropiado	
1. Pertinencia del contenido de los enunciados: los ítems incluyen elementos adecuados para el cumplimiento del objetivo					
2. Contextualización de las preguntas: los ítems están contextualizados al ámbito profesional de los participantes					
3. Claridad de los temas clave: Los ítems están redactados correctamente, son precisos y fáciles de comprender.					
4. Secuencia: Los ítems están ordenados siguiendo una					

secuencia lógica.					
5. Relación con la teoría: Las temáticas que se abarcan son congruentes con la categoría					
6. Coherencia: los ítems presentan congruencia con los objetivos de investigación y sus categorías de análisis.					

OBSERVACIONES GENERALES:

FECHA:

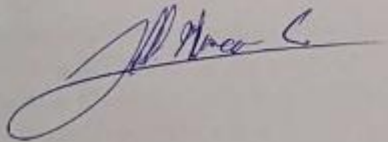
CORREO ELECTRÓNICO:

TELÉFONO:

FIRMA SI ES POSIBLE:

DECLARACIÓN JURADA

Yo, Jeff Betuel Blanco Caballero cédula de identidad 604630639, estudiante de la Universidad Nacional, declaro bajo fe de juramento y consciente de la responsabilidades penales de este acto, que soy autor intelectual del Trabajo Final de Graduación Titulado **“Teachers’ Well-being: A Case Study Over the Causes of Burnout Syndrome in Teachers from Two Schools in the Southern part of Costa Rica”**, para optar por el grado de Maestría en Educación con énfasis en Pedagogía Universitaria.



Heredía, a los 22 días del mes de 08 del año 2024.

Refrendo

Los abajo firmantes avalamos el Trabajo de Graduación del estudiante Jeff Betuel Blanco Caballero, cédula 604630639, que lleva como título **Teachers' Well-being: A Case Study Over the Causes of Burnout Syndrome in Teachers from Two Schools in the Southern part of Costa Rica**, dado que cumple con las disposiciones vigentes y la calidad académica requerida por el posgrado.

JUAN PABLO ZÚÑIGA VARGAS (FIRMA)
PERSONA FÍSICA, CPF-04-0162-2569
Fecha declarada: 02/10/2024 08:46:37 a. m.
Esta es una representación gráfica únicamente,
verifique la validez de la firma.

Juan Pablo Zúñiga Vargas
Profesor Tutor
Maestría en Educación

Firmado por RITA MARIA ARGUEDAS VIQUEZ (FIRMA)
PERSONA FÍSICA, CPF-01-0734-0085
Fecha declarada: 02/11/2024 08:11 PM
Razón: Jeff Blanco Refrendo
Lugar: Maestría Contacto: Dayana

M. Ed Rita Arguedas Víquez
Coordinadora
Maestría en Educación

