

Burnout Syndrome in Rural Teachers in the COVID-19 Pandemic

Síndrome de Burnout en Docentes Rurales en la Pandemia del COVID-19

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The arrival of the COVID-19 pandemic implied changes in different areas of life; among them, education. Thus, there was a change from face-to-face education to remote education, which produced alterations in the working conditions of teachers in rural and urban contexts. Due to this, a study was carried out on the incidence of burnout syndrome (BS) in teachers of 52 regular basic education schools in the province of Condesuyos, Peru, in which the levels of presence of each dimension of BS and its association with sociodemographic and labor variables were analyzed. The study was quantitative, cross-sectional, with a descriptive correlational non-experimental design. A total of 203 teachers, who were part of the sample, were evaluated. Measures of inferential and descriptive statistical techniques were used, and the association between the dimensions of BO and the sociodemographic and labor variables sex, age, marital status, educational level, type of school (urban-rural) and access to technological resources was established. It is highlighted that BO has a greater presence in female teachers, in younger age groups, in teachers with cohabiting marital status, in teachers who have access to only one technological resource or in those who have five or more resources, and in teachers in urban schools. It is recognized that the variables on the type of rural or urban school and access to technological resources have shown their relevance in the context of the pandemic.

Key words: burnout syndrome, distance education, rural education.

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The Economic Commission for Latin America and the Caribbean maintains that the COVID-19 pandemic has had a serious impact on Latin America and the Caribbean, and in economic terms has implied a 15-year setback in terms of poverty reduction. (Cecchini, 2021).

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We thank the teachers of the Unidad de Gestión Educativa Local de la Provincia de Condesuyos for their participation in this research.

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In this context, the report of the Organization of Ibero-American States (2021) mentions that, according to several studies, it will take up to 11 years to recover the learning lost due to the pandemic. For this reason, it recommends that, with respect to teachers, they should seek spaces for consultation, feedback and care in situations of stress or increased workload.

Since the outbreak of the COVID-19 pandemic, remote work has been generalized in Peruvian educational institutions through policies of the Ministry of Education (MINEDU), with the purpose of preventing the spread of the virus. (MINEDU, 20202020a). This work modality modified the working conditions of teachers, and challenged their physical and mental capacities, which triggered chronic occupational stress, also known as burnout syndrome (BO).

The study on the effect of the pandemic on workers in public institutions in Latin America and the Caribbean, conducted by Roseth et al. (2021) and endorsed by the Inter-American Development Bank, found that 75% of public employees in Peru worked "longer hours" and "many more hours" during the pandemic. Likewise, it is found that several studies sustain that the BO has an impact on care or relational professions, as is the case of teaching, due to the fact that the teacher maintains constant communication with students, parents and colleagues, in addition to complying with work demands. This characteristic of the teaching profession is referred to as the "relational dimension" in the Framework for Good Teaching Performance (MINEDU, 2012)..

In relation to the above context, the situation of teachers, the development of the pandemic in rural areas and the control of its effects by the Peruvian State have been of particular interest. On March 11, 2020, the Government proclaimed a state of emergency and strict quarantine. As of March 16, regulations are issued for the suspension of school activities until March 30, which continued to be postponed every 15 days and, subsequently, for a longer period. Thus, on June 16, 2020, Ministerial Resolution 229-2020-MINEDU was issued, which empowered the regional education directorates to prepare for the possible return to the face-to-face modality as of July 1st . (MINEDU, 2020d).

It is worth mentioning that rural communities and, therefore, their schools entered into a process of isolation to prevent the spread of the pandemic. In the face of this, a series of communication limitations are also recognized due to geographical and technological conditions, such as the slow Internet signal, or the absence of it, and the deficient electrical grids (Reimers & Schleicher, 2020)..

In this first phase of the pandemic it was noticeable that remote education worked more intensely in urban areas than in rural areas. Consequently, it was more likely that MINEDU would find it easier to monitor teacher performance in urban schools than in rural schools because urban schools are more concentrated and accessible for MINEDU monitoring.

In the second phase of the pandemic, when the so-called "first wave" descended, in the province of Condesuyos, on-site classes were restarted following various protocols. This resumption of classes was carried out between September and October 2020 in the district of Yanauquihua and other populated centers of the province, since in rural contexts access to Internet or electricity signal limited the possibility of continuing with non face-to-face classes. (Regional Government of Arequipa, 2020)..

The new labor requirements were made more acute by three governmental resolutions. First, Vice-ministerial Resolution 088-2020 MINEDU of April 2, 2020. Teachers had to choose the best way to communicate remotely with students' families, and had to rely on communal resources (MINEDU, 2020c). In rural areas, this situation was more difficult because many teachers, at the time of the national quarantine and the transportation stoppage, had not yet been hired or had not yet arrived at their schools (MINEDU, 2020c). (MINEDU, 2020c).

Second, in Annex I of Vice-ministerial Resolution 097-2020, published on May 21, 2020, it was emphasized that school work would be carried out based on the curriculum implementation standard; and, with this, the teaching work became oriented from the national strategy "I learn at home", for which the remote work of teachers was implemented according to the competencies and content prioritized by the governing body. (MINEDU, 20202020a).

Third, Vice-ministerial Resolution 098-2020, dated May 29, 2020, specified deadlines and characteristics of the information that each teacher had to provide in the follow-up of students. This norm established a monthly teaching report so that the work done could be monitored and the payment of active teachers could be reviewed, which led to other labor requirements for teachers. (MMINEDU, 20202020b).

The configuration of teaching practices in this context was marked by limited access to technological resources, poor communication with students, difficulty in accessing rural communities, in addition to the changing demands of the educational administration. This could influence the behavior and feelings of teachers, so it was essential to study this issue in relation to their discomfort.

Over the course of May and June 2020, the period corresponding to the first phase of the pandemic, teachers' perceptions were collected through the application of the instrument booklet of this study.

Antecedents of Burnout Syndrome in Teachers

In general terms, there is a vast publication of scientific studies on the incidence of BO in teachers in the context of the COVID-19 pandemic. However, studies on the incidence of this syndrome in rural settings are scarce; and this is precisely what this article deals with.

A first regional study of several Latin American countries on BO in teachers was conducted by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in six countries, including Peru (Cuenca, 2005). (Cuenca, 2005).. In this study it was observed that 12.7% of Peruvian public school teachers had a high level of burnout or emotional exhaustion typical of BO. This result was considered a warning, since this percentage is equivalent to 40,000 teachers of the national total who would be affected by high emotional exhaustion. In this study it was also observed that 21.5% had a medium level; and 65.8%, a low level.

A second study on BO in teachers of district schools corresponds to Ibáñez et al. (2012) which aimed to identify the sociodemographic variables related to BO in teachers of district schools in the district of Usaquén, Bogotá, which represents 58% of all schools. Among the results, it was identified that the variables socioeconomic stratum, working hours, number of students, time in the position and section showed a significant association with the dimensions of emotional exhaustion and personal fulfillment.

The third quantitative study, conducted by Poma Morales (2020) The objective of this study was to determine the association of sociodemographic and work-related factors with BO in a sample of 300 secondary school teachers from educational institutions in Callao. The findings support the existence of the association of the dimensions of BO (emotional exhaustion, depersonalization and dissatisfaction with personal fulfillment) with certain sociodemographic and labor variables: age, marital status, number of children, work seniority, weekly working hours and satisfaction with salary and the number of students per classroom.

The fourth quantitative study, conducted by Celio Pillaca (2021), aimed to determine the relationship between BO and life satisfaction in regular elementary school teachers who taught virtual classes during the COVID-19 pandemic in eight Peruvian departments. The non-probabilistic sample consisted of 56 teachers. The results show that most teachers felt very satisfied with life, had high levels of emotional exhaustion, low levels of depersonalization and high levels of personal fulfillment. Significant differences were also identified in depersonalization according to sex, and a statistically significant, low and positive relationship was found between personal fulfillment and life satisfaction. Likewise, inferential statistical processing determined a significant, medium and positive relationship between depersonalization and emotional exhaustion, and a significant, low and negative relationship between self-actualization and depersonalization.

Theoretical Review of Burnout Syndrome

According to the Constitution of the World Health Organization - WHO (1946), "health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (p. 1), in addition to being one of the fundamental rights of every human being. At the 72nd World Health Assembly, held from 20 to 28 May 2019 in Geneva, Switzerland, the WHO included BO for the first time in the International Classification of Diseases (ICD-11). It was incorporated in the section of problems associated with employment or unemployment. (WHO, 2024).

The concept of BO was described in the studies of Maslach's studies and was presented in his article "Staff Burnout" (1982). However, this term was accepted by Maslach's scientific community, which defines it as the syndrome of burnout as a prolonged response to chronic stress at work. (Maslach & Jackson, 1981).

It is also defined as a syndrome characterized by emotional exhaustion, depersonalization and low personal fulfillment, which are three-dimensional traits that can occur among individuals whose daily tasks are limited to the service of people, and is reproduced in the face of environmental stressors or a work environment that implies a greater demand on the role played by the person (Maslach & Leiter, 1981). (Maslach & Leiter, 2017)..

The dimension of emotional exhaustion is described as burnout, loss of energy, exhaustion, loss of emotional resources and fatigue; it constitutes the distinctive dimension of BO. Therefore, the WHO associates BO with the syndrome of emotional exhaustion (WHO, 2024).

The depersonalization dimension refers to the development of negative attitudes, such as insensitivity, irritability, indifference and cynical responses towards the recipients of the service provided. This could generate distant feelings towards others, as well as perceiving the client or other person as the one to blame for their problems. In the work field of teachers, this dimension is expressed in deteriorated interpersonal relationships; participation, collaboration and charisma are weakened. The latest studies and explorations conducted by Maslach & Leiter (2017) explain that the most appropriate nomination of depersonalization would be cynicism.

Self-fulfillment dissatisfaction or the ineffectiveness dimension was originally called "reduced personal accomplishment." As Maslach & Leiter (2017) point out, personal fulfillment dissatisfaction is the tendency to evaluate one's own work negatively -particularly in work linked to other people- and to reproach oneself for not having achieved the proposed objectives. Likewise, the authors point out that experiences of personal inadequacy and low professional self-esteem prevail.

On the other hand, among the factors associated with BO, according to SaborSaborío o Morales & Hidalgo Murillo (2015).are some personal aspects of training, labor, social and environmental factors. On the one hand, personal aspects are related to age, gender, family coexistence and people's own personality. In some cases, they point out that women can face conflictive situations with greater resources, while people with more competitive, impatient personalities and with a tendency to be perfectionists would have greater difficulty in the event of BO being triggered.

In terms of labor factors, we mention the poor conditions of the work environment, whether it is the physical environment, the climate or the work organization, and low salaries and increased workload, among others. These factors are also associated with social factors.

Finally, environmental factors are linked to significant life changes, such as the death of a family member, divorce, birth of children, among others (Saborío Morales & Hidalgo Murillo, 2015).

As indicated above, in this study, the teachers come from mostly rural schools. In view of this, Montero & Valdivia (2007) mention that in Peru it is relevant to link education with the reality of a rural society that has experienced different changes during the second half of the 20th century: demographic transition, agrarian reform, capitalist development, political violence and structural adjustment.

In this context, the rural and indigenous population receives low quality public services, and education is predominantly provided in Spanish, which differs from their mother tongue. On the other hand, they identify that the material conditions for educational work in rural areas are scarce, and infrastructure is one of the factors that stands out for its inefficiency. In addition to this, there are difficulties in accessing mobile resources such as cell phones, computers and even the Internet signal (Montero & Valdivia, 2007)This was evident in the context of the COVID-19 pandemic.

Therefore, the scientific research problem carried out in this study was the following: What would be the levels of presence of the dimensions of BO - emotional exhaustion, depersonalization and dissatisfaction of personal fulfillment - in teachers of regular basic education (EBR) in the province of Condesuyos, Peru, with respect to the sociodemographic and labor variables that are associated with the aforementioned dimensions?

It was decided to intervene in the sector of RBE teachers because it is the majority, representing 98.1% of the total teaching population in the province of Condesuyos, and on the other hand, it is a type of collective context that involves structural and social conditions, allowing collective behavior to occur in situations of social tension (Smelser, 1996).

For this purpose, the general objective was to identify the levels of presence of BO dimensions in those sociodemographic and occupational variables that are associated with this syndrome in RBE teachers in the Condesuyos province in the context of the COVID-19 pandemic.

In addition, two specific objectives were formulated. First, to identify the association of the dimensions of the BO with the sociodemographic and labor variables of the teachers, given that the context in which the teachers worked had certain special characteristics. The first hypothesis was that some sociodemographic and occupational variables, such as gender, age and type of school, are associated with some dimensions of the BO.

Second, to identify the levels of presence of the three dimensions of the BO - emotional exhaustion, depersonalization and dissatisfaction with personal fulfillment - in teachers according to the associated sociodemographic and occupational variables. In this line, as a second hypothesis, which fulfilled a guiding function of the study, due to its descriptive-non-causal design, is that the level of presence of the dimensions of the BO is higher in teachers in urban areas in relation to teachers in rural areas, with regard to the type of school, as well as being higher in female teachers than in male teachers.

It is important to note that, in the first phase of the pandemic, it was notorious the higher performance of remote education in urban areas compared to rural areas. In addition, unlike rural schools, urban schools are more likely to be intervened by the monitoring actions carried out by the Local Education Management Unit (UGEL).

Method

The present study corresponds to a cross-sectional quantitative research with a descriptive correlational non-experimental design.

Participants

The study population consisted of 344 teachers from 78 RBS schools in the province of Condesuyos, according to data provided by the corresponding UGEL. A stratified sample was formed, maintaining the proportions according to the type of school, district and sex, thus complying in some way with the conditions of representativeness (Seoane et al., 2007, p. 1). (Seoane et al., 2007, p. 357). However, the method was not rigorously probabilistic or random, which would be in line with the characteristics of a convenience sample.

The aforementioned population establishes, among other variables, a predominance of the variable type of rural school (75.24%) over urban (24.76%), which also projects the proportion in the sample: rural (73.79%) and urban (26.21%). The sample number was calculated by the statistical formula, with a confidence level of 95% and a margin of error of 4.5%.

The sample, then, consisted of 203 teachers, from 52 schools, who were evaluated by means of a series of questions gathered in a booklet and classified by items of sociodemographic and work variables and of the BO dimensions of the Maslach Burnout Inventory.

The majority of the teachers in the sample are female, representing 62.1% of the total. A total of 98.5% of the teachers have higher education, and 1.5% have completed secondary school and technical studies. Likewise, 75.3% of the participants are between 31 and 50 years of age; and, in terms of marital status, 98% of the teachers belong to the categories of cohabitant, married or single.

The sample of RBE teachers, similar to the population, works mostly in rural schools (76.4% of the total), and the rest work in urban schools. The majority sector (84.2%) has two to four technological resources; the rest is composed of those who have only one resource or more than five. With respect to Internet signal access, only 5.4% have fluid access, and the rest have slow, interrupted or no access.

With regard to the variable length of service in teaching, 32.02% of the total had between five and ten years in the teaching profession. As for the variable hours of distance to school, the most frequent categories were "more than two hours" (42.36%) and "less than 30 minutes" (48.28%). Finally, with regard to the labor variable educational level taught, the following percentage distribution was found: "early education" 13.30%, "primary education" 40.39% and "secondary education" 46.31%.

It is worth mentioning that Law 28044, General Education Law (Congress of the Republic, 2003) establishes that early education is the first level of RBE. It is in charge of teaching children under 6 years of age, and its purpose is to promote their comprehensive development. Primary education is the second level, lasts six years, and promotes communication in all areas, the operational management of knowledge, among others.

Secondary education is the third level, lasts five years and is responsible for scientific, humanistic-technical training, and provides training for life, work, democratic coexistence, the exercise of citizenship and access to higher levels of study.

Instrument

The instrument applied, by means of a booklet of questions, has two parts. The first is composed of questions on sociodemographic and occupational variables, related to the contributions of Saborío Morales & Hidalgo Murillo (2015) and Montero & Valdivia (2007). The second corresponds to the questionnaire itself called Maslach's BO Inventory (MBI), which has the consensus of the international scientific community to measure the levels of presence of the three dimensions of BO - emotional exhaustion, depersonalization and dissatisfaction of personal fulfillment - in the low, medium and high levels of this syndrome (Maslach et al., 1997).. The MBI is widely used in various professions, especially in health and education, to identify levels of stress and burnout in workers.

As for the sociodemographic and labor variables, both respond to the nominal scale and are presented as items. The first variable includes: sex, age, marital status and educational level. The second includes type of school (urban-rural), educational level, seniority in teaching, distance in hours to get to school, average weekly hours in another job, access to technological resources (laptop, Tablet, computer, radio, TV and smartphone), access to Internet signal, and work regime (contracted and appointed). According to Law 29944, Teacher Reform Law, contracted teachers are hired when there are vacancies not covered by appointment and their hiring is temporary. While the appointed teacher is the one who enters the career through public competition and is assigned a teaching position and a series of benefits: stable hiring, vacations, possibility of promotion, among others (MINEDU, 2018).

The dimensions of the BO are as follows: emotional exhaustion with nine items; depersonalization with five items; and dissatisfaction of personal fulfillment with eight items.

All items are polytomous ordinal items with seven response alternatives. The total score of each dimension is ranked in low, medium and high levels, and their corresponding ranges.

Table 1

BO dimensions according to burnout presence levels score and by item example.

BO dimensions	Score low level BO	Mid-level score BO	Score high level BO	Example item
Emotional exhaustion	From 9 to 26	From 27 to 44	From 45 to 63	Telecommuting
Depersonalization	From 5 to 14	From 15 to 24	From 25 to 35	Treatment of students and parents
Dissatisfaction of personal fulfillment	From 8 a.m. to 11 p.m.	From 24 to 39	From 40 to 56	Inadequate treatment of emotional problems

It is worth mentioning that the Maslach BO Inventory (MBI), which contains 22 items, has been subject to construct validity checks by means of an exploratory and confirmatory factor analysis, carried out in different studies in Peru and Latin America, and published in indexed scientific journals.

Among the works published in these journals, the following stand out: Diaz & León (2023) under the title "Validity and reliability of the Maslach Burnout Inventory in Mexico" applied to teachers in Mexico; Olivares-Faúndez et al. (2013), entitled "Factorial validity of the Maslach Burnout Inventory Human Services (MBI-HSS) in Chilean professionals"; and Yslado-Méndez et al. (2021) under the title "Psychometric properties of the burnout questionnaire for university teachers in a Peruvian sample". All of them estimated that the fit measure scores are adequate for the BO. Therefore, it was not necessary to submit it to a new construct analysis.

Under the expert judgment method, the content of the instrument was validated with the purpose of contextualizing it according to the culture of teachers who come from regions with rural predominance, and

ensuring that each item responded to the semantic essence of the theoretical construct so that the contents of the items measured what they were intended to measure (Galicía Alarcón et al., 2017).

The degree of internal consistency of the instrument was then verified by means of Cronbach's alpha statistic, and a coefficient of 0.860 was obtained; therefore, it was considered good, a category established by George and Mallery (2003). The nature of the distribution of the scores was also verified by means of the Kolgomorov-Smirnov goodness-of-fit test, and was qualified as a nonparametric normal distribution. Finally, the barematization was calculated to identify the high, medium and low levels of presence of the BO dimensions.

Procedure

Coordinations were made with the director of the UGEL, who subscribed to the application of the digital survey in his jurisdiction. The survey link was sent to the principals and teachers of the schools in the Condesuyos province, who gave their consent by answering the first question on the free option of answering the survey. In addition, they were informed of the commitment of the Universidad Antonio Ruiz de Montoya regarding the ethical confidentiality of the data, which were intended exclusively for scientific purposes.

The digital booklet was sent on May 15, 2020 to the e-mails of the entire population of teachers and four reminders were made for its completion. Once the survey was closed on June 30, 2020, responses from teachers belonging to other modalities, such as alternative basic education, special basic education and technical-productive education, were discarded. Thus, for data processing, the 203 surveys filled out by teachers belonging to regular basic education (EBR) were kept, which coincided with the stratification of the population according to type of school, district, gender and EBR level: initial, primary and secondary. There was no replacement rate because it coincided with the stratification proportions and remained within the confidence level and margin of error allowed by the study.

The evaluation consisted in the application to the teachers of the sample of a series of questions classified by items of sociodemographic and work variables and of the BO dimensions of the Maslach Burnout Inventory.

Data Processing

The Kolgomorov-Smirnov goodness-of-fit test was applied to the normal distribution, which determined that the sample had a normal, nonparametric distribution.

The data obtained were analyzed and statistically processed at an inferential and descriptive level. Frequency tables were elaborated to allow the ordering and presentation of the data. To identify the association between the dimensions of the BO and the sociodemographic and labor variables, corresponding to the first hypothesis formulated and the first objective of the research, the statistic χ^2 of Pearson or Chi-square was used using SPSS software version 22.

The levels of presence (high, medium or low) in the three dimensions of BO in the demographic variables were identified in the teachers, corresponding to the second guiding hypothesis formulated and to the second specific objective of the study. The statistics of measures of central tendency and measures of dispersion were used using the tools provided by the Excel spreadsheet.

In summary, measures of inferential and descriptive statistical techniques were used, and the association was established between the dimensions of BO and the sociodemographic and labor variables: sex, age, marital status, educational level, type of school (urban-rural) and access to technological resources.

Results

Association of Sociodemographic and Occupational Variables with Teachers' Dimensions of BO

Table 2 presents the results of the association of the demographic and labor variables, both nominal scale, with the BO dimensions, ordinal scale, calculated by Pearson's χ^2 .

The χ^2 test revealed that the variables sex, age, marital status, undergraduate level, type of school (urban-rural) and access to technological resources were associated with some dimension of the BO.

Likewise, the aforementioned statistic establishes that there is no association between the dimensions of BO with the following labor variables: educational level taught, work seniority, distance in hours to get to school, work regime, average weekly hours in another job and Internet access.

Table 2

Association of Sociodemographic and Labor Variables with the Dimensions of BO in the RBS Teachers of the Province of Condesuyos.

Variable	Emotional exhaustion		Depersonalization		Dissatisfaction with personal fulfillment	
	χ^2	p	χ^2	p	χ^2	p
Sociodemographic variables						
Sex	48,278 ^a	0,415	23,364 ^a	0,081	45,090 ^a	0,029
Age	280,719 ^a	0,001	95,755 ^a	0,110	164,696 ^a	0,126
Marital status	210,696 ^a	0,050	53,595 ^a	0,823	110,417 ^a	0,629
Undergraduate level of studies	97,861 ^a	0,268	45,479 ^a	0,050	55,776 ^a	0,558
Labor variables						
Type of school (urban and rural)	63,626 ^a	0,035	20,971 ^a	0,180	45,672 ^a	0,025
Educational level teaching	104,523 ^a	0,235	4,481 ^a	0,106	35,673 ^a	0,650
Seniority in teaching	229,849 ^a	0,398	75,965 ^a	0,607	155,674 ^a	0,258
Distance in hours to school	146,863 ^a	0,229	39,656 ^a	0,799	100,664 ^a	0,150
Labor Regime	48,475 ^a	0,335	17,812 ^a	0,335	31,985 ^a	0,321
Average weekly hours in other employment	119,751 ^a	0,822	57,343 ^a	0,167	85,017 ^a	0,540
Access to technological resources	281,860 ^a	0,297	144,677 ^a	0,001	210,750 ^a	0,030
Internet signal access	119,298 ^a	0,830	55,179 ^a	0,222	76,522 ^a	0,782

Note: Bold numbers indicate that there is an association between the sociodemographic and labor variables and the dimensions of the BO.

Table 2 also reveals that the dimensions of BO emotional exhaustion and dissatisfaction with personal fulfillment are those with the strongest association with some sociodemographic and occupational variable. Regarding the emotional exhaustion dimension, the association with age, marital status and type of school is identified. On the other hand, in the dimension of dissatisfaction with personal fulfillment, an association is observed with the variables sex, type of school and access to technological resources.

In this sense, it is perceived that the first hypothesis of the study is confirmed, which constitutes findings that should be taken into account for policies of prevention or coping with BO in teachers.

Presence of BO in RBE Teachers

Table 3 indicates the overall (three-dimensional) presence of BO in teachers, expressed in the cumulative percentages of the high and medium levels of each dimension. The results it presents are as follows: emotional exhaustion 61.1%, depersonalization 11.8% and dissatisfaction of personal fulfillment 20.2%.

Table 3

Levels of Presence of the Dimensions of the BO in the RBE Teachers of Condesuyos sample components.

Level BO	Emotional exhaustion		Depersonalization		Dissatisfaction with personal fulfillment	
	f	%	f	%	f	%
High	28	13,8	0	0,0	8	3,9
Medium	96	47,3	24	11,8	33	16,3
Under	79	38,9	179	88,2	162	79,8
Total	203	100,0	203	100,0	203	100,0

From a specific point of view, Table 3 shows the presence of a high level in the emotional exhaustion dimension, which represents 13.8% and is considered the highest. Then it is shown that the dimension dissatisfaction with personal fulfillment concentrates 3.9% of the total number of teachers. It is also observed that there are no teachers with a high level in the depersonalization dimension, but in the medium level, considered as latent presence, 11.8% of the total are located.

In this sense, according to the second objective of the study, related to the identification of the levels of presence of the three dimensions of BO in teachers, in global terms it is identified that emotional exhaustion is the dimension of BO that concentrates the highest presence in the majority of teachers in the province of Condesuyos, followed by the dimension of dissatisfaction with personal fulfillment and, finally, the dimension of depersonalization.

Presence of BO according to Sociodemographic Variables

Age and Emotional Exhaustion

Table 4 shows that in the high level of the emotional exhaustion dimension, the younger age groups are concentrated: between 20 and 25 years old and between 26 and 30 years old, which represent 50.0% or more of teachers of those ages. Therefore, teachers belonging to younger age groups would tend to increase the level of emotional exhaustion.

Table 4

Levels of Presence of Emotional Exhaustion in the RBS Teachers of Condesuyos, according to Age Group

Level of emotional exhaustion	Age range					
	Between 20 and 25 years old	Between 26 and 30 years old	Between 31 and 40 years old	Between 41 and 50 years old	Between 51 and 60 years old	Over 60 years old
High	66,7	50,0	13,9	6,2	18,5	10,0
Medium	33,3	10,0	54,1	43,2	51,9	60,0
Under	0,0	40,0	32,0	50,6	29,6	30,0
Total	100,0	100,0	100,0	100,0	100,0	100,0
n	3	10	72	81	27	10

This finding is consistent with regional studies conducted by Adecco, the world's leading human resources company, which states that six out of ten workers are stressed, as well as that most of them are young, because they feel more affected by the overload of work activities (Adecco, 2022).

Marital Status and Emotional Exhaustion

Table 5 relates the sociodemographic and labor variables to the dimensions of the BO and shows a distribution calculated on the basis of the total for each category.

The referred table indicates that, in the cumulative percentage of the high and medium levels of the emotional exhaustion dimension of the BO, the cohabitant category represents 62.7%, with a slight majority of concentration with respect to the single category, which represents 61.5%, and the married category, which represents 61.4%. All of them are statistically similar and represent an average of 61.9%. It is worth mentioning that the high level of emotional exhaustion is clearly concentrated among teachers in the cohabiting category.

It should be noted that the percentages of the categories widowed and divorced are irrelevant, because they represent 3 and 1 teacher, respectively, out of a total of 203 teachers. Therefore, both are highly dispersed categories.

Table 5

Levels of Presence of Emotional Exhaustion in the RBS Teachers of Condesuyos, according to Marital Status

Level of emotional exhaustion	Marital status				
	Married	Cohabitant	Divorced	Single	Widower
High	12,9	19,6	0,0	11,5	0,0
Medium	48,5	43,1	0,0	50,0	100,0
Under	38,6	37,3	100,0	38,5	0,0
Total	100,0	100,0	100,0	100,0	100,0
n	70	51	3	78	1

Educational Level and Depersonalization

Table 6 shows that the high level of the depersonalization dimension is not present in this sample, as shown in Table 2. However, in the medium level of depersonalization, considered as a potential risk level, teachers with technical education courses have higher percentages compared to teachers with higher or complete secondary education. However, it should be considered as a relative interpretation, since its magnitude is composed of 2 teachers, which qualifies it as high dispersion.

Table 6

Levels of Presence of Depersonalization in the RBS Teachers of Condesuyos, according to Level of Studies.

Depersonalization level	Level of education		
	Technical education course	Higher education (pedagogical, technological or university higher education)	High school completed
Medium	50,0	11,5	0,0
Under	50,0	88,5	100,0
Total	100,0	100,0	100,0
n	2	200	1

Sex and Dissatisfaction of Personal Fulfillment

If we consider the cumulative percentage of high and medium levels of dissatisfaction with personal fulfillment, Table 7 shows that this is higher in the female sex than in the male sex, since the former represents 24.6% and the latter, 13.0%.

In summary, the presence of the variable dissatisfaction with personal fulfillment in teachers is mostly concentrated in the female sector, which confirms the second hypothesis: that the presence of BO is greater in female teachers than in male teachers.

Table 7
Levels of Presence of Dissatisfaction of Personal Accomplishment in the RBS Teachers of Condesuyos, according to Sex

Level of dissatisfaction with personal fulfillment	Sex	
	Female	Male
High	4,0	3,9
Medium	20,6	9,1
Under	75,4	87,0
Total	100,0	100,0
n	126	77

Presence of BO according to Labor Variables

Type of School and Emotional Exhaustion and Dissatisfaction of Personal Accomplishment

Table 8 indicates that the high level of emotional exhaustion and personal fulfillment dissatisfaction dimensions is higher in teachers working in urban schools compared to those working in rural schools, which shows that there is a notorious distance between them.

The same can be affirmed when comparing the cumulative percentage of the high and medium levels of both dimensions. Teachers in urban schools in the emotional exhaustion dimension represent 75.0% compared to those in rural schools, who represent 56.8%. With regard to the dimension dissatisfaction with personal fulfillment, teachers in urban schools represent 22.9% compared to those in rural schools, who represent 19.3%.

The above confirms that teachers in urban schools in a pandemic context are more likely to develop a higher level of BO than teachers in rural schools, as proposed by the second guiding hypothesis of this research.

Table 8
Levels of Presence of Emotional Exhaustion and Dissatisfaction of Personal Accomplishment in RBE Teachers in Condesuyos according to Type of School

Level BO	Emotional exhaustion		Dissatisfaction of personal fulfillment	
	Type of school			
	Rural	Urban	Rural	Urban
High	12,3	18,8	2,6	8,3
Medium	44,5	56,2	16,7	14,6
Under	43,2	25,0	80,7	77,1
Total	100,0	100,0	100,0	100,0
n	155	48	155	48

Access to Technological Resources and Depersonalization and Dissatisfaction of Personal Fulfillment

Table 9 shows the levels of presence of the BO dimensions of depersonalization and dissatisfaction with personal fulfillment. In view of this, from looking at the cumulative percentage of the high and medium levels of the depersonalization dimension, it is found that the majority concentration, with 21.1%, is in the category of a single resource. On the other hand, the cumulative percentage of the dissatisfaction with personal fulfillment dimension is concentrated in the category of five or more resources, with 23.2%, which allows us to affirm that the less access to resources, the greater the access to resources, the greater the dissatisfaction with personal fulfillment.

Table 9

Levels of Presence of Depersonalization and Dissatisfaction of Personal Accomplishment in RBE Teachers of Condesuyos sample components, according to Access to Technological Resources.

Level BO	Depersonalization			Dissatisfaction of personal fulfillment		
	Number of technological resources					
	A single resource	2 to 4 resources	5 or more resources	A single resource	2 to 4 resources	5 or more resources
High	0,0	0,0	0,0	5,3	3,5	7,8
Medium	21,1	10,5	15,4	15,8	16,4	15,4
Under	79,0	89,5	84,6	79,0	80,0	76,9
Total	100,0	100,0	100,0	100,0	100,0	100,0
n	19	171	13	19	171	19

Discussion

The present study was developed with two objectives: a) to identify the association of BO dimensions with sociodemographic and occupational variables; and b) to identify the levels of presence of BO dimensions in teachers according to the sociodemographic and occupational variables that show association.

In relation to the first objective of the study, it was found that the sociodemographic variables that are associated with some dimension of BO are age, marital status, level of education and sex. This coincides with the study conducted by Ibáñez et al. (2012) in which it shows an association between the emotional exhaustion dimension and age. Likewise, in the study by Poma Morales (2020) an association is found between these variables and, in this study, marital status is included.

With respect to the depersonalization dimension and marital status, it is observed that in the study by Ibáñez et al. (2012) there is a low correlation, while the study by Poma Morales (2020) shows no association between this dimension and the sociodemographic variables. On the other hand, it is identified that the dimension dissatisfaction with personal fulfillment presents an association with gender, which coincides with the study of Arias and Jiménez (2013).

Secondly, the study establishes that the work variables that are associated with some dimension of BO are the type of school (urban-rural) and access to technological resources. However, in the literature reviewed on BO in teachers, this study of association of the aforementioned labor variables has not been addressed. One of the reasons is that most of the studies or research establish urban school teachers as the preponderant majority population and do not consider the school type variable. It should be noted that these variables of rural context and access to technological resources are relevant, since greater connectivity difficulties are identified in rural education.

Regarding the work variables studied in other studies, we find the research by Ibáñez et al. (2012), which identifies the association between emotional exhaustion and working hours, while the present study establishes independence between them. Likewise, in the research by Poma Morales (2020) an association of the three dimensions of BO with the variable length of service was observed, but in the present study no association was found between them.

On the other hand, there are studies of professions other than teaching in relation to BO. A referential study on the prevalence of BO and its associated factors in health professionals in Spain found an association between emotional exhaustion and depersonalization and the occupational variable of working in an urban area. In addition, they argue that professionals working in a rural area would have this variable as a protective factor against BO (Navarro-González et al., 2015).. In this case, even though the study is referential, it coincides with the present research in determining that teachers in urban schools are more likely to concentrate the dimensions of BO than teachers in rural schools.

Along the same lines, some studies carried out before the pandemic, such as that of the researchers Matabanchoy Salazar et al. (2020) on occupational stress in teachers in a rural educational center in Pasto, Colombia, show that schools in a rural context have a low incidence in the development of occupational stress. On the other hand, Jiménez-Jiménez-Jiménez et al. (2022) in their research "Relationship between burnout, family support, organizational justice and work-family enrichment in teachers in the Maule region", in Chile, show that there is no difference in the occurrence of the syndrome according to the type of establishment or school (urban-rural).

In another research carried out in Mexico on OB and its incidence in basic education teachers in a rural context, using the instrument called the Mexican Occupational Burnout Scale, composed of items that measure the dimensions of OB and variables related to sleep disorders, psychosexual, psychoneurotic and others, it is concluded that most rural teachers do not develop OB, but are at risk of suffering it. (Loya Chávez, 2020).

The publication by Cabezas et al. (2022) entitled "Teacher well-being during the COVID-19 pandemic in Chile: demands and resources for coping with psychological distress", was based on the study of occupational stress during the first phase of the health emergency. For this team of researchers, the rurality of the establishment, the type of school dependency (public, subsidized and private paid) or the educational levels at which these teachers teach "can be considered predictors of teacher well-being during the Covid-19 pandemic" (p. 6). An important finding of the study was that psychological distress acts as an emotional and behavioral response, which could decrease teacher well-being.

In summary, the various empirical studies of BO conducted with respect to the type of school (urban-rural) and its relationship with the pandemic context are still initial and limited, and for the most part the samples obtained are not probabilistic. Most of the findings indicate that teachers in urban schools have a higher propensity to develop the dimensions of BO than teachers in rural schools.

For all these reasons, the present study contributes to the research on BO in teachers in rural areas in a situation that places greater demands on their role and personal capacity to successfully cope with the limitations imposed by the health emergency. This was a situation that generated greater stress in teachers compared to their pre-pandemic experiences. The above highlights the importance of knowing the factors and conditions that influence in each work environment and taking care of the mental health at work of teachers, with a view to developing preventive programs or projects that contribute to taking care of their mental health.

In relation to the second objective of the study, it is identified that, in the emotional exhaustion dimension, 13.8% of RBE teachers in Condesuyos present a high level; 47.3%, a medium level; and 38.9%, a low level; while, in a research published by UNESCO, 12.7% of Peruvian teachers were at a high level in this dimension; 21.5%, at a medium level; and 65.8%, at a low level. (Cuenca, 2005).. Thus, when comparing both studies, it can be affirmed that the results are close at the high level, while at the medium level the difference is greater. If we consider the accumulated percentage of the high and medium levels, the present study establishes 61.1%; and the Cuenca study, 34.2%. Therefore, it can be seen that in this study the presence of BO in teachers in Condesuyos is greater than in the Cuenca study on BO in teachers at the national level.

In the research by Ibáñez et al. (2012), the emotional exhaustion dimension in teachers obtains 75.7% as a cumulative percentage in the high and medium levels, which is higher compared to the present research, in which 61.1% is obtained. In this sense, it is possible to assume that other factors associated with the context of the pandemic may influence the difference in the greater or lesser presence of emotional exhaustion of BO in teachers who are part of the present study.

In addition, in the studies conducted in the context of the pandemic by Poma Morales (2020) and Celio Pillaca (2021), regarding the emotional exhaustion dimension, results close to those of this research are found; in the former, a cumulative percentage of high and medium levels of 79.7%; and in the latter, 60.7%. These coincidences can be explained by the working conditions present in the pandemic.

On the other hand, in the depersonalization dimension, the cumulative percentage of high and medium levels in the study by Ibáñez et al. (2012) represents 85.2% of teachers, while teachers in Condesuyos correspond to only 11.8%. It is worth mentioning that in this study there were no teachers who presented a high level of depersonalization. In contrast, in the study by Poma Morales (2020), in this dimension, 47.3% of teachers have a high level; 38.7%, a medium level; and 14.0%, a low level. Likewise, the study by Celio Pillaca (2021) shows a cumulative percentage of 21.5%, compared to the cumulative percentage of the present research, which was 11.8%. Thus, the presence of cumulative percentages in the depersonalization dimension is higher compared to those of Condesuyos.

Regarding the dimension dissatisfaction with personal fulfillment, it is observed that, taking into account the cumulative percentage of high and medium levels, in the study by Ibáñez et al. (2012) it is predominantly higher, with 80.9%, than in the present study (20.2%). Likewise, in the research by Poma Morales (2020) it was found that, in this dimension, also named "lack of personal fulfillment", the cumulative level represents 89.3%. Both results show greater dissatisfaction with personal fulfillment than those of this study. In this sense, it could be noted that the working conditions of previous research differ from that of Ibáñez et al. (2012) because of the context variable, and from that of Poma Morales (2020) because it establishes a sample entirely of urban teachers.

Consequently, the present study determines that the variables sex, age, marital status, educational level, type of school (urban-rural) and access to technological resources are associated with some dimensions of BO. From a general perspective, it is observed that the highest percentage of teachers are concentrated in the high level in the emotional exhaustion dimension, and that the labor variable type of school is more influential; while the study by Poma Morales (2020) shows a higher percentage of this level in the depersonalization dimension in teachers who belong to urban schools.

From a more specific look, it is deduced that teachers belonging to younger age groups (20 to 30 years old) and teachers categorized in the cohabiting marital status would have a greater tendency to increase the level of the emotional exhaustion dimension of the BO. In addition, it is observed that in the group of female teachers the dissatisfaction with personal fulfillment dimension of the BO is concentrated. This is related to the studies of Arias and Jiménez (2013), who argue that female teachers present a higher percentage of medium and high levels of BO. The same authors state that possibly female teachers, in addition to performing their professional role, assume other responsibilities related to family and home care, compared to males.

On the other hand, it is identified that, with less access to technological resources, the depersonalization dimension increases; and that, with greater access to these resources, the dissatisfaction with personal fulfillment dimension increases among teachers in Condesuyos. A conclusive finding is that teachers in urban schools are more prone to higher levels of BO than teachers in rural schools.

This has practical implications at two levels. First, further research should continue to explore the association between the variables of socio-labor conditions, urban or rural school type and access to technological resources, with the development of the dimensions of BO in emergency contexts, such as health or natural disasters.

Secondly, the findings of these studies, supported by empirical evidence, provide inputs for decision makers to establish relevant and intersectoral health and education policies and to ensure the effectiveness of prevention, coping and mitigation programs in emergency contexts, as well as to ensure the welfare of teachers.

The BO issue in emergency contexts requires multi-sectoral responses and from the educational system itself, as a plan for prevention and coping with this occupational discomfort in pandemic and post-pandemic contexts. Improvement policies linked to socioemotional support, communication and interpersonal relationships in the work context and the adequacy of work spaces at home in the framework of remote education are essential. In addition, for cases of teachers who present a high level of emotional exhaustion, it is recommended that educational institutions have an action protocol to provide adequate support and guidance.

In Peru, there is no integrated system to address the prevention and coping with BO in teachers or in other professions, since each area in charge takes it on from its own sector, as in the case of the Ministry of Health, EsSalud (Social Health Insurance), the Ministry of Labor and MINEDU. Therefore, it is important to promptly develop multisectoral programs and responses to address BO as an occupational disease that is growing and in which young people are the most affected. (Adecco, 2022).

In the face of this enormous task of multisectoral response, two strengths should be considered. First, the National Center for Occupational Health and Environmental Protection for Health, as an organ of the Peruvian Ministry of Health, has sufficient regulations and programs to assist the efforts of other public sectors to address the health and well-being of workers. Second, there is Law 30222, which modifies the Occupational Safety and Health Law (Law 29783), which is little used by the Education sector with respect to workers' health (General Directorate of Fundamental Rights and Labor). (Dirección General de Derechos Fundamentales y Seguridad y Salud en el Trabajo, 2017). Therefore, it would be recommended to promote knowledge of these laws and regulations in different labor contexts, especially in the educational environment so that teachers can ensure their comprehensive health based on their rights.

One limitation of the present study lies in the selection of the sample units. In this case, the stratification proportions were complied with, according to the categories: type of school, district, sex and RBS levels; but the method did not have the probabilistic or random rigor, so it would be aligned as a convenience sample. This limitation is due to the impossibility of conducting a face-to-face survey in a context of school closures and immobility of students and teachers due to preventive measures of the pandemic, and the limited Internet signal in rural areas, which hinders the application of digital surveys.

In the perspective of further studies of a comprehensive and mixed nature (qualitative and quantitative), one of the aspects to be analyzed with respect to the dimensions of BO would be related to the level of presence of these dimensions in the educational levels of RBE: initial, primary and secondary, considered as a "collective context" and in interaction with other possible contexts: emergence of natural disasters, new pandemics and changes in rural Amazonian and Andean ecosystems. This could provide more information on the effects of work demands and teacher stress at each educational level of RBE where other categories are incorporated, such as technological resources, the Internet and local environments.

Likewise, a recommendation of a quantitative research nature lies in the importance of applying the Maslach Burnout Inventory instrument simultaneously with the Coping Strategies Questionnaire, a multidimensional instrument that contains several scales. This will make it possible to assess the different ways in which teachers respond to the development of BO, and will provide more information on the relationship between the degree of BO and the coping styles of teachers. In addition, some resources or strategies that decrease the development of BO could be identified and, in this way, programs linked to these practices could be promoted.

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Date of receipt: December 2021.

Acceptance date: April 2024.