

46 - COMPARATIVE STUDY ON THE INCIDENCE OF BURNOUT'S SYNDROME AT PUBLIC AND PRIVATE SCHOOL'S PROFESSORS OF MARINGÁ-PR

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1. INTRODUCTION

The present model of education imposes many assignments to professors, many times beyond its workload. Today, besides teaching they must do administrative works, plan, recycle themselves, investigate, orient students and attend the visits of parents. Also they must organize extra-school activities, participate of meetings of coordination, seminars, advice of class, and perform trials of recuperation, among many other tasks (CARLOTTO, 2003).

Such activities leads to an exhaustive routine, that must be administered and incorporated to the other dimensions and confirmed papers by the professors in the scope of their private life, what does not always happen, and predisposes them to burnout.

This intensification of the professor's tasks cause conflicts, therefore that overload reduces his available time for individual studies or in group, participation in courses or others resources that can contribute for their qualification and promote their development and professional achievement (ESTEVE, 1999; SCHNETZLER, 2000). In that way, it is clear that, several stressing factors exist and if they persist, could leads to the Syndrome of Burnout.

Burnout is the used term to designate a chronic feeling of discouragement, apathy and depersonalization that affects professionals of many areas, especially from health and education areas (HARRISON, 1999). It means something like loose the energy, or more literally burn to the inside.

This syndrome is the result of an emotional stress increased in the interaction with other people. Unlike the generic stress, it is usually associated to failure feelings. Its main indicators are: emotional fatigue, depersonalization and lack of personal achievement (BALLONE, 2002).

To Codo (1999) the workers that suffer with this syndrome loose the meaning of his connection with work, his actions loose the importance and the realized efforts are useless. The initial symptoms o this syndrome are composed by an emotional fatigue where the person feels like she can't give more of herself, and that are followed by negative feelings and attitudes, leading to a feeling of a lack of personal achievement at work that affects the efficiency and abilities of tasks realization and organization adjustments (BALLONE, 2002).

A teacher that presents the Syndrome of Burnout has a cold relationship with his students, not allowing that his pupils' problems and difficulties affect him. The relationship between them has no human hit. The professor becomes petulant and has no empathy to pass the knowledge. "[...] he suffers: anxiety, melancholy, low self-esteem, feelings of physic and emotional exhaustion" (CODO, 1999, p.242).

So, it is argued if the practice of physics activity is capable of relief the symptoms of this syndrome.

According to Benevides-Pereira (2001, p.32), the most frequent symptoms associated to burnout are:

Psychosomatic: migraines, headaches, insomnia, gastritis and ulcer, diarrhea, asthmatic crises, palpitations, hypertension, higher infections frequency, muscular and/or cervical pains, allergies, suspension of menstrual cycle on women.

Behaviourism: abstention, solitude, violence, addicted to drugs, inability of relaxing, abrupt humor changes, risk behaviour.

Emotional: impatience, affective separation, feeling of solitude, feeling of alienation, irritability, anxiety, concentration difficulties, feeling of impotence, desire of abandon work, lower work interest, low self-esteem, doubts about own capacity and feeling of omnipotence.

Defensive: emotions denial, irony, selective attention, hostility, apathy and mistrust.

Thus, in view of the foregoing, it was the following problem: teachers of public and private teaching of Maringá-Pr suffer from the syndrome Burnout?

To respond this and others emergent questions, this study had to objective diagnose the presence, the causes, the incidence and the treatment of the Syndrome of Burnout in professors of public and private schools of Maringá-Pr city.

2. METHODOLOGY

This study , with a descriptive character (MARTINS JUNIOR, 2008) was developed in a population composed by public and private schools professors, of both genders, without predetermined age, with superior education or above, from Maringá city. The sample was composed by eighty two subjects, between women and men, being thirty seven professors of public school and forty five of private school, randomly chosen. The research was realized in eight schools, being four public schools and four private schools of Maringá-Pr.

After the professor's selection, a questionnaire developed by Maslach and Jackson (1981) known as MBI Maslach Burnout Inventory was applied to identify the Syndrome of Burnout. This instrument allows analyzing the Emotional Exhaustion (EE), Professional Realization (PR) and depersonalization (DE). The questions has values that goes from "0" to "6" points. "0" correspond to "never" and "6" correspond to "every day". The questionnaire is composed by twenty two questions. From these, nine questions correspond to EE, eight correspond to PR and five correspond to DE.

To a person be considered with Burnout their results has to demonstrate high values of EE and DE associated to low values of PR. That is, the values found to DE must be above eight. The index to EE must be above twenty five and the values to PR must be less than thirty two points (BENEVIDES-PEREIRA, 2002).

3. RESULTS AND DISCUSSIONS

The analysis of the verified results allowed the following considerations.

From a total of eighty two professors, fifteen (18,29%) presented all the symptoms of the Syndrome of Burnout. Separately analyzing, it was observed that, 24,32% of public school professors presented the syndrome, while in private schools only 13.33% of the teachers had it.

According to GEPEB - Group of Studies and Research on Stress and Burnout, the indexes considered normal for the emotional exhaustion (EE) range from sixteen to twenty-five points, the rates of Depersonalization (DE) are normal between three and eight points. In turn, the indexes for professional development, taken as normal ranges from thirty-two to forty-two points (BENEVIDES-PEREIRA, 2002).

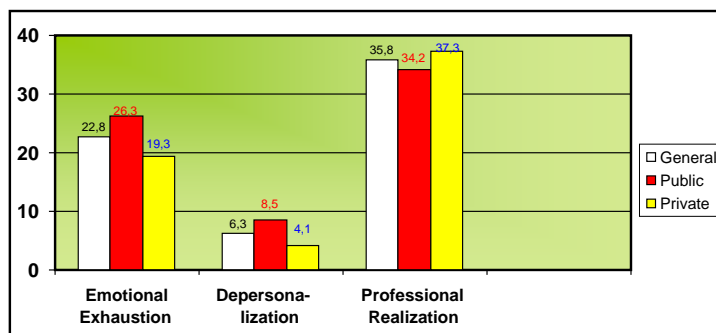


Figure 1. Index of EE, DE e RP

The data presented in figure 1 shows that, overall, the teachers of public schools had worst results than the teachers of private school. Teachers of public schools showed a rate of 26.3 to EE and 8.5 to DE. Both indexes were above the considered normal by literature. The private school teachers obtained indexes of 19.3 to EE and 4.1 to DE.

Regarding the index of RP teachers of private schools had better rates (37.3 compared to 34.2 from public school teachers). However, in general, the symptoms levels found fits to those reported in the literature as being of normality.

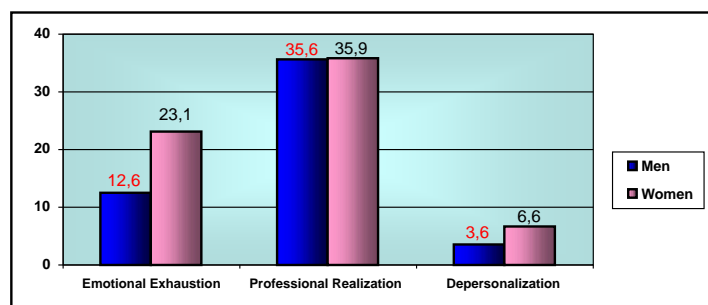


Figure 2. Indexes of EE, DE e RP to men and women

A comparison between the results of the figure 2, shows that women have higher rates of emotional exhaustion and depersonalization than men. While the rates of EE for men were 12.6 among women were 23.1. Regarding the rate of DE men had 3.6 points against 6.6 points observed in the women results.

It follows therefore, that the professors work requirements cause a conflict between work and family, that leads to a significant increase in emotional exhaustion and depersonalization. According to Ogeda (s/d), while there is a need to work on the other side there is a need to devote more time to family, husband, children, finally a paradox, an installed anguish. There is thus, an accumulation of tasks that women play in addition to her work.

It is observed also that, in general, teachers from public schools tend to feel more exhausted emotionally with their work than private school teachers, since, the nineteen teachers who responded that they felt exhausted a few times a months, 68.4% belonged to public schools.

Of the teachers who had the Burnout Syndrome, 60% teaches from nine to sixteen years in school. In other words, are not professionals who are long in the school, but also are not newly hired with little experience of teaching. Thus, individuals tested are at an intermediate level of their professional career, with age raging of thirty-one to forty years. Taking into account that most professionals in this area through an application for retirement around thirty years of teaching, the individuals qualified in this research as being professionally young, with little professional exercise.

4. CONCLUSION

This study indicated that both the teachers from public schools and the private schools have the Burnout Syndrome in greater or lesser extent.

That from the eighty-two professors analyzed, fifteen (18.29%) had all the symptoms of the syndrome, nine of them belonging to public schools and six to private schools, a fact that leads to suspect that teachers of public schools are more prone to be affected by the syndrome than the teachers of private schools.

There was a higher prevalence of the Syndrome of Burnout among female teachers than among the opposite sex. This may be attributed to the accumulation of activities performed by women, beyond their professional duties, unlike men, that, just worry about their professional activities.

This disorder manifests itself in teachers with few years of teaching and among the lower age group.

These results allowed to conclude that the tasks accumulation of these teachers, the different types of pressure that they are exposed in their workplace, the conflicts with students, in addition to their family responsibilities, ultimately influence them in a negative way causing them a discouragement related to work and predisposing them to a series of crises that end up jeopardizing their different body systems.

It is suggested that teachers affected by the Burnout Syndrome add physical activity to their day-to-day, in the form of leisure with their families and in environments that allow them to relax and forget momentarily, their work

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ABSTRACT

School has been considered now a day a business and the professor is just a worker that besides doing his pedagogic duties has to accomplish many other functions. This intensification of teachers' obligations is causing them conflicts; their time to study and actualizations is too short. Burnout is the used term to designate a chronic feeling of discouragement, apathy and depersonalization that affects professionals of many areas, especially from health and education areas. This syndrome is the result of emotional stress caused by the interaction with others. This present study aims to diagnose the presence, the causes, the incidences and the treatment of the Burnout Syndrome in professors of public and private schools. Therefore, descriptive procedures were used in a population composed by public and private schools teachers. Eighty two people were used in this study, of both genders. After the professor's selection a questionnaire developed by Maslach and Jackson (1981) was applied to identify the Burnout Syndrome. Of the eighty two professors studied, 18,29% presented symptoms of the syndrome, but in general terms the professors presented some symptom of Burnout. Most of the professors that presented the symptoms of the syndrome may be considered young (31 to 40 years) and had a relative short time of teaching in school (nine to sixteen years). In conclusion, younger professors and with short time of magistracy tend to develop the Burnout Syndrome. The cause of that can be due to the accumulation of business and also the pressure they suffered in their work environment.

KEY-WORDS: Burnout Syndrome, professor, teach.

ÉTUDE COMPARATIVE SUR L'INCIDENCE DU SYNDROME DE BURNOUT DANS DES ENSEIGNANTS DU FILET PÚBLICO ET PRIVÉE DE MARINGÁ PR

RESUME

L'école aujourd'hui a été considérée une société et l'enseignant est, beaucoup de fois, vu comme un fonctionnaire qui outre réalisera leurs tâches pédagogiques doit réaliser innombrables autres fonctions, outre son chargement horaire. L'intensification des tâches de l'enseignant lui a causé des conflits, donc son temps pour études et mises à jour se trouve excessivement restreint. Burnout est le terme utilisé pour désigner un sentiment chronique de découragement, une apathie et une dépersonnalisation qui atteint des professionnels de plusieurs secteurs, principalement de la santé et de l'éducation. Ce syndrome est le résultat de estresse émotionnel développé dans l'interaction avec autres personnes. Cette étude il vise à diagnostiquer la présence, les causes, l'incidence et le traitement du Syndrome de Burnout dans des enseignants du filet public et privé de Maringá-Pr. En utilisant des procédures descriptives, quatre-vingts et deux enseignants, des tous les deux les types du filet public et privé d'enseignement de Maringá-PR ont composé ont répondu à un questionnaire, développé par Maslach et Jackson (1981) pour identifier le syndrome de Burnout. De l'échantillon cherché, ils 18,29% ont présenté des symptômes de ce syndrome, en étant que, d'une forme générale, toute l'échantillon a présenté quelque symptôme de Burnout. À la majorité des enseignants qui ont présenté tous les symptômes du syndrome possédaient entre trente et un et quarante ans d'âge et lecionavam ce de neuf à seize années. Il a été alors possible de conclure que les enseignants le plus jeune et avec moindre temps de magistrature tendent à développer le Syndrome de Burnout dû, principalement, à l'accumulation de tâches et aussi, par la pression qui souffrent dans leur environnement de travail.

MOTS-CLÉS: syndrome de Burnout, un professeur, de l'enseignement.

ESTUDIO COMPARATIVO SOBRE LA INCIDENCIA DE LA SINDROME DE BURNOUT EN PROFESORES DE LA RED PUBLICA Y PRIVADA DE MARINGA PR**RESUMO**

La escuela de hoy ha sido considerada una empresa y el maestro a menudo es visto como un oficial además de el desempeño de sus funciones deberá llevar a cabo muchas otras funciones educativas, además de sus horas de trabajo. La intensificación de la maestra te han causado los conflictos, porque su tiempo de estudios y actualizaciones es demasiado baja. Burnout es el término utilizado para describir una sensación crónica de desaliento, la apatía y la despersonalización que llega a los profesionales en diversos campos, especialmente en salud y educación. Este síndrome es el resultado de estrés emocional en una mayor interacción con los demás. Este estudio tiene como objetivo diagnosticar la presencia, las causas, incidencia y tratamiento del Síndrome de Burnout de los profesores en los sectores público y privado red de Maringá-Pr. El uso de los procedimientos descriptivos, ochenta y dos maestros de ambos sexos de los sectores público y privado de enseñanza de Maringá. PR compuesto respondieron a un cuestionario, elaborado por Maslach y Jackson (1981) para identificar el síndrome de Burnout. La muestra, 18,29% mostró síntomas de este síndrome, y, en general, la totalidad de la muestra presentaba síntomas de agotamiento. La mayoría de los profesores que había todos los síntomas del síndrome tenían entre uno y treinta a cuarenta años de edad es una enseñanza de nueve a dieciséis años. Es posible entonces concluir que los profesores más jóvenes y de menor Poder Judicial tienden a desarrollar el síndrome de Burnout, debido principalmente a la acumulación de tareas y también para la presión que sufren en su lugar de trabajo.

PALABRAS CLAVE: Síndrome de Burnout, un profesor, la enseñanza.

ESTUDO COMPARATIVO SOBRE A INCIDÊNCIA DA SINDROME DE BURNOUT EM PROFESSORES DA REDE PÚBLICA E PRIVADA DE MARINGÁ PR**RESUMO**

A escola hoje tem sido considerada uma empresa e o professor é, muitas vezes, visto como um funcionário que além de realizar suas tarefas pedagógicas deve realizar inúmeras outras funções, além de sua carga horária. A intensificação dos afazeres do professor tem lhe ocasionado conflitos, pois seu tempo para estudos e atualizações se encontra demasiadamente reduzido. *Burnout* é o termo utilizado para designar um sentimento crônico de desânimo, apatia e despersonalização que atinge profissionais de várias áreas, principalmente da saúde e educação. Esta síndrome é o resultado do estresse emocional incrementado na interação com outras pessoas. Este estudo visa diagnosticar a presença, as causas, a incidência e o tratamento da Síndrome de *Burnout* em professores da rede pública e privada de Maringá-Pr. Utilizando procedimentos descritivos, oitenta e dois professores, de ambos os gêneros da rede pública e privada de ensino de Maringá. PR compuseram responderam a um questionário, desenvolvido por Maslach e Jackson (1981) para identificar a síndrome de *Burnout*. Da amostra pesquisada, 18,29% apresentaram sintomas desta síndrome, sendo que, de uma forma geral, toda a amostra apresentou algum sintoma de *Burnout*. A maioria dos professores que apresentaram todos os sintomas da síndrome possuíam entre trinta e um e quarenta anos de idade e lecionavam a de nove a dezesseis anos. Foi então possível concluir que os professores mais jovens e com menor tempo de magistratura tendem a desenvolver a Síndrome de *Burnout* devido, principalmente, ao acúmulo de afazeres e também, pela pressão que sofrem no seu ambiente de trabalho.

PALAVRAS-CHAVE: Síndrome de *Burnout*, professor, ensino.