



Communication and Coping Strategies for Burnout Syndrome. Work-Related Stress Among College Professors

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KEYWORDS	ABSTRACT
Professional burnout syndrome Burnout University faculty Work-related stress.	In today's educational landscape, university faculty members face multiple challenges stemming from the constant transformation of the academic context, both structurally and pedagogically. Factors such as work overload, administrative demands, the need for continuous professional development, the shift to online teaching, and economic conditions combine to create a potentially stressful and unsustainable environment over time. In this regard, professional burnout has gained prominence as a psychosocial phenomenon that significantly affects higher education faculty, compromising not only their mental health and emotional well-being but also their academic performance and quality of life. This study was conducted with the aim of analyzing the implications of burnout among university faculty members using a "state of the art" methodology—a critical, interpretive, and documentary-based qualitative approach that seeks to reconstruct the theoretical, methodological, and conceptual background of the topic. It was found that burnout among university faculty has significant repercussions on their emotional well-being, job performance, and the quality of their teaching. Its manifestations or implications include emotional exhaustion, depersonalization, and a decline in the quality of teaching, which can lead to a deterioration of the educational environment and a decrease in motivation. The study identified the main consequences of this syndrome among university faculty and its impact on their work, leading to the development of intervention and communication strategies that could mitigate its effects on university faculty.

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1. Introduction

In today's educational landscape, university faculty face multiple challenges stemming from the constant transformation of the academic environment, both structurally and pedagogically. Factors such as work overload, administrative demands, the need for continuous professional development, the shift to online teaching, and precarious employment conditions combine to create a potentially stressful and unsustainable environment over time. In this context, burnout syndrome—also known as professional exhaustion—has gained prominence as a psychosocial phenomenon that significantly affects higher education faculty, compromising not only their mental health and emotional well-being but also their academic performance and the quality of their teaching.

Burnout syndrome (BS) manifests in three main dimensions: emotional exhaustion, depersonalization, and a low sense of personal accomplishment (Lee and Ashforth, 1990). These characteristics have been extensively addressed in international studies; however, there is a growing need to understand how this phenomenon manifests among university faculty, especially in Latin American countries, where working conditions are often unequal and institutional demands are not always accompanied by the necessary support (Buckholdt and Miller, 2013).

Through this review of the current state of the art, we aim to identify and analyze the main implications of burnout syndrome among university faculty, based on a body of recent research. We analyzed the individual, organizational, and contextual factors that influence its onset, as well as the consequences it generates on both the personal and professional levels. In addition, coping and communication strategies that have proven effective in managing work-related stress were explored to develop a proposal incorporating the perspectives of various authors aimed at preventing and mitigating this syndrome. It should be noted that for the analysis of the documents, each was categorized into the following broad categories: Risk Factors, Manifestations, Consequences, Coping, Communication, Intervention, and Burnout Prevention.

In categorizing the reviewed articles, we began with coping. In this regard, we found a study on the relationship between professional experience, psychological capital, and burnout, which revealed that more experienced teachers exhibit higher levels of resilience, efficacy, and immersion in their tasks. Furthermore, psychological capital and commitment act as protective factors against burnout, reinforcing the importance of strengthening these resources in the university setting (Mesurado and Laudadio, 2019).

In addition, Gómez and Ramírez (2019) suggest that women and young teachers exhibit higher levels of emotional exhaustion and depersonalization—manifestations of burnout—due to the combination of work-related, emotional, and family demands.

Therefore, Béjar (2019) defines burnout as a psychological disorder that arises as a result of prolonged exposure to chronic interpersonal stressors in the workplace. In his study, there was only a significant correlation between neuroticism and emotional exhaustion (26.3% of variance explained). It is worth noting that the presence of burnout was confirmed among a portion of the university faculty, revealing a significant correlation between neuroticism and emotional exhaustion. Finally, a relationship was also found between Positive Occupational Mental Health and burnout, but there is some doubt as to whether they measure similar aspects within the category of risk factors.

Furthermore, in another study on burnout syndrome among teachers in Arequipa, Colombia, 413 school and university teachers were evaluated, revealing significant differences in burnout based on gender, marital status, and educational level. While elementary school teachers reported higher levels of emotional exhaustion, university professors showed moderate levels of depersonalization. Furthermore, a negative correlation was observed between the number of children and the presence of the syndrome, suggesting that those with more children might experience lower levels of burnout due to potentially greater emotional stability and family support networks, in the categories of consequences and coping (Arias et al., 2019).

Similarly, a descriptive study assessed burnout syndrome in 223 faculty members at the University of Huánuco, Peru, during the second semester of 2020, in the context of virtual classes. The results indicated that 46.3% of the faculty members exhibited a low level of emotional exhaustion, while 35.2% reported a high level. Regarding depersonalization, 40.1% scored high, 44.1% scored low, and the rest scored moderate. In the dimension of personal accomplishment, 59% of the faculty members scored low. Overall, the results showed that burnout occurred at low levels, with emotional exhaustion being the most affected dimension among the manifestations of burnout (López de la Cruz and Zacarias, 2020).

From another perspective, a separate systematic review on burnout among university faculty members found a slight association between high levels of exhaustion and depersonalization and high job commitment; likewise, stress and intense exhaustion are linked to lower job satisfaction. In fact, burnout is associated with research activities and higher stress levels among faculty members with employment contracts. No significant relationship was identified between burnout and perceived self-efficacy or teaching performance, nor between emotional exhaustion and occupational satisfaction, in the category of consequences and manifestations of burnout (Cabellos et al., 2020).

For their part, Martínez et al. (2020) argue that the work environment, excessive responsibilities, and a lack of institutional support are psychosocial factors that increase the likelihood of developing burnout. As López et al. (2020) indicate in the field of educational professions, this syndrome has been identified as one of the main issues affecting university faculty, in the category of manifestations and risk factors for burnout.

On the other hand, Yslado et al. (2021) examined the relationship between work climate and burnout syndrome (BS) among Peruvian university faculty, concluding that a better work environment is associated with lower levels of burnout. They found that supervision directly influences depersonalization and that faculty members with multiple jobs are at greater risk of emotional exhaustion. Similarly, burnout among university faculty members shows a direct relationship with workload, lack of recognition, and institutional pressure, which affect their psychological well-being, as reflected in the categories of communication and consequences (Álvarez and Fernández, 2021).

In this vein, Rodríguez and Huapaya (2021) add that the Pan American Health Organization (PAHO) and the World Health Organization (WHO) have recognized the impact of work-related stress—including burnout—on workers' health, emphasizing that these problems can reduce motivation, commitment, and job performance. In their study, they found that workload contributes to workers exhibiting signs of stress—though not at high levels, but at levels approaching risk thresholds—which could lead to future health problems, as reflected in the categories of manifestations, consequences, and risk factors for burnout.

Similarly, in Ecuador, a study conducted at two universities assessed burnout in 56 faculty members in technical and social science programs, finding that 14.3% of the participants exhibited burnout. Depersonalization was the most affected dimension, with a strong relationship between personal exhaustion and professional fulfillment, suggesting the need to understand working conditions in order to optimize human talent management and improve academic performance, particularly in the categories of coping and communication (Tarco et al., 2021).

Additionally, at a state university in Michoacán, Mexico, a study conducted with 87 health-related faculty members found that 81.6% exhibited low levels of burnout. However, it was found that 57.5% of the participants had a moderate level of depersonalization, highlighting the importance of implementing strategies that promote their overall well-being, in the intervention category (García et al., 2024).

In addition, Ocaña and Gavilanes-Gómez (2022) found a significant correlation between anxiety and burnout in health care educators, highlighting the need for coping strategies to mitigate its

effects. Indeed, while burnout—also known as the burnout syndrome—is a prolonged emotional condition, as noted by Gaeta et al. (2022)—and this is consistent with García et al. (2024), who emphasize the importance of teachers having coping and adaptive strategies to maintain their emotional well-being, motivation, engagement, and job satisfaction—in the categories of communication and intervention.

It should be noted that, to date, in all the articles reviewed, the Maslach Burnout Inventory (MBI) is the most widely used instrument for the timely assessment and diagnosis of burnout syndrome (García et al., 2024). Likewise, it can be concluded that burnout is indeed a problem that occurs regularly among university faculty, and that a combination of self-regulation and co-regulation strategies, coupled with a supportive work environment, can mitigate the risk of burnout among university faculty, promoting their well-being and improving the quality of education, in the areas of intervention and prevention (Gaeta et al., 2023; Rodríguez and Huapaya, 2021).

Along these lines, Viviana et al. (2021) argue that psychosocial factors influence how university faculty cope with work-related stress. In their study of 5,417 faculty members, they concluded that 48% experienced job dissatisfaction, 36% exhibited cognitive dysfunction, 12.3% left their positions due to burnout, and only 3.7% adopted coping strategies such as self-care and seeking support, in the categories of coping and intervention.

Similarly, a literature review analyzed how the perception of a breach of the employment contract and a lack of organizational justice can increase the risk of developing burnout, especially in work contexts with precarious conditions, such as in Colombia (Gómez and Molina, 2022). López and Sánchez (2022) state that burnout affects the quality of teaching, leads to demotivation, and reduces academic commitment, which negatively impacts teaching performance, in the category of manifestations of burnout.

In a study conducted in Ambato, Ecuador, Barahona and Pazmiño (2022) found that, although most teachers did not exhibit significant levels of burnout, some showed signs of exhaustion and depersonalization, suggesting a need for monitoring and prevention. As Adrianzen (2022) notes in his study, he observed that burnout syndrome has significant correlations with self-efficacy and depersonalization. Similarly, a significant correlation was found between personal fulfillment and self-efficacy. Thus, there is a significant and moderately inverse relationship between the academic management dimension of self-efficacy and the burnout syndrome variable. In conclusion, all the variables studied to compare burnout syndrome with self-efficacy did show a relationship with one another in the categories of coping, prevention, and intervention.

In contrast, Pérez et al. (2023) noted that implementing self-care programs and strengthening institutional support reduces burnout and improves the mental health of university faculty. According to Alvarado-Peña et al. (2023), since 2019 the WHO has recognized Burnout Syndrome in the International Classification of Diseases (ICD-11), which affects the health and quality of life of various professionals, including university faculty members. In light of its increasing prevalence, the WHO recommends psychological, social, and family support strategies to improve stress coping, falling under the categories of coping and intervention.

From another perspective, Mahecha-Naranjo et al. (2023) state that teaching requires significant mental effort, which can lead to the development of burnout. They note that among university professors in Latin America, this syndrome manifests primarily as depersonalization (up to 90%), emotional exhaustion, and low personal fulfillment (up to 82%). Furthermore, they state that, after analyzing 11 studies on the topic, their recommendation was to conduct further reviews to identify associated factors and prevention strategies in the Latin American context, within the categories of burnout manifestation and prevention.

According to a larger study conducted at three universities in Lima, Peru, 1,060 faculty members were analyzed, and it was found that 24.9% exhibited high and critical levels of burnout, requiring immediate attention. In response to this problem, a psychosocial intervention program was

proposed, featuring preventive strategies and actions focused on work-life balance, as well as raising awareness within the educational community regarding the diagnosis and prevention of burnout, in the categories of prevention and intervention (Deroncele et al., 2023).

Based on the results of the study by Medina et al. (2024), the authors highlight that burnout particularly affects workers with high physical or emotional demands. Through a review of 58 studies retrieved from Scopus and Web of Science, they found that research is concentrated in the humanities and social sciences, primarily in the health sector. Furthermore, they suggest that it is necessary to explore other areas within the service sector to expand knowledge about the syndrome and its impact, specifically regarding the manifestations and risk factors of burnout.

As Dionicio-Escalante et al. (2023) note, during and after the pandemic, burnout syndrome was observed at a higher rate among men than among women. They also mention that anxiety, depression, as well as sleep disturbances and other symptoms ultimately led to frustration in their roles as university professors. Similarly, they note that the participants in their study reported feeling discouraged by their inability to truly connect with their students, exhibiting constant worry, which falls under the category of burnout manifestations.

It should be noted that Vanegas-Novoa et al. (2023) revisit the idea that burnout is characterized by demotivation and fatigue, affecting job performance and leading to anxiety, depression, and physical discomfort. They consider that professionals exposed to high pressure and long work hours are the most likely to develop burnout and emphasize the importance of identifying and mitigating the associated risks in the healthcare sector through preventive strategies, focusing on both manifestations and consequences.

Rueda and Sañaicela (2024) state that the objective of their research is to identify the prevalence of burnout syndrome and its relationship to working conditions among teachers. Using an observational, cross-sectional design with 135 teachers, the results showed that night-shift teachers experienced greater job insecurity and were more likely to have temporary contracts, while educational level influenced depersonalization and personal fulfillment. Consequently, fields such as Machining, Language, and Literature showed a higher prevalence of burnout. Despite these findings, no significant relationship was found between the work-related factors studied and the development of burnout; therefore, further research is recommended to better understand the problem and implement preventive strategies as part of an intervention.

Finally, Prieto et al. (2025) conclude that factors such as new education laws and the incorporation of Artificial Intelligence into classrooms increase the risk of burnout, hindering the development of teachers' professional identity—especially given that recent changes in education laws following the COVID-19 pandemic have shaped the professional identity of university faculty. As these authors point out, changes in educational settings have increased levels of stress and anxiety among professors, which can lead to burnout syndrome due to prolonged overexertion. In light of this, attention should focus on training and implementing opportunities for self-regulation and emotional self-efficacy for university professors, within the categories of communication, prevention, and intervention.

This state-of-the-art review provides a comprehensive and up-to-date overview of the existing scientific literature on the subject, as well as generating conceptual insights that serve as a foundation for future research, institutional interventions, and educational policies aimed at promoting healthier, more humane, and sustainable work environments for university faculty. Consequently, this study contributes to raising awareness of the problem, highlighting the relevance of its objective, which was to analyze the implications of burnout syndrome among university faculty in order to answer the research question: "What are the implications of burnout syndrome among university faculty?" And thus to develop a proposal for an effective solution through communication and coping strategies to address their professional burnout.

2. Methodology

This study is a state-of-the-art literature review, conducted using a qualitative-interpretive approach and an analytical-critical perspective. A state-of-the-art review allows for the identification, organization, analysis, and interpretation of existing knowledge on a specific phenomenon, taking into account its main conceptual, methodological, and empirical developments, as well as trends, similarities, discrepancies, and gaps in the literature (Gómez et al., 2015; Londoño et al., 2014). The purpose of this review was not to conduct a statistical estimation of the phenomenon or to establish generalizable causal relationships, but rather to reconstruct and interpret the available knowledge regarding burnout among university faculty, paying special attention to the factors associated with its onset, its manifestations and consequences, as well as the coping strategies, communication, and organizational responses identified in the current scientific literature.

The review was conducted in four phases: a) identification of the problem and design of the search strategy; b) identification and selection of documents; c) qualitative analysis of the information; and d) interpretive integration of the findings and development of an intervention proposal.

The literature search was conducted from June through August 2025, considering publications from the 2019–2025 period. The Scopus, Web of Science, and Google Scholar databases were consulted, as they contain both national and international articles.

To ensure the reproducibility of the search, search terms in Spanish and English related to the study's core variables were used. The search strategy was constructed using the Boolean operators +, "", (), AND, and OR, employing combinations equivalent to the following: ("burnout" + "burnout syndrome" OR "professional burnout" OR "occupational burnout") AND ("university teachers" OR "university professors" OR "higher education faculty" OR "academic staff"). The same searches were conducted in Spanish, and the following terms were also used: "comunicación," "maestros," and "profesores universitarios."

The searches were limited to the 2019–2025 timeframe, and—where the characteristics of each database allowed—filters were applied based on document type, full-text availability, subject area, and relevance.

It is important to note that the search queries were adapted to the specific syntax of each database, while retaining the same core concepts and search criteria. In this way, the strategy could be replicated by other researchers.

The initial search identified approximately 19,600 records; however, it should be noted that this number represents the total set of documents retrieved through various keyword combinations but did not constitute the sample analyzed, as it included duplicate results, documents unrelated to the phenomenon of interest, and publications that did not meet the established criteria. It was this figure that allowed us to focus on using more objective criteria for sample selection.

Based on this initial retrieval, a progressive process of refinement and selection was carried out, based on inclusion criteria. First, duplicate records were eliminated, as well as those whose title or abstract indicated that the subject of study did not pertain to burnout among university faculty. Subsequently, a review of the potentially relevant texts was conducted, and finally, 30 documents that met these criteria were selected. Therefore, the documents were selected using intentional and criteria-based relevance criteria, since the research focus was on identifying studies that provided evidence directly related to the phenomenon. Thus, it is important to specify the inclusion criteria, which were:

1. Publications from the period 2019–2025.
2. Studies whose subject matter specifically addresses burnout, burnout syndrome, exhaustion, or professional burnout.
3. Studies conducted with university faculty, higher education instructors, or academic staff.

4. Documents published in Spanish or English.
5. Scientific articles with the full text available.
6. Studies published in academic journals and retrieved through established databases or search engines.
7. Studies that provide information on at least one of the analytical categories defined for the study: associated factors, manifestations, consequences, coping, communication, or intervention. As shown in Table 1.

Table 1. *Process for identifying and selecting the document corpus*

Stage	Procedure	Number of documents
Identification	Records retrieved from the databases	19,600
Exclusion	Excluded full-text documents	19,570
Inclusion	Documents that met all criteria	30
Specific analysis	Documents selected as the most relevant studies	7

Note: Prepared by the authors

This last criterion is particularly important, since the review aimed to specifically analyze burnout among university faculty rather than teacher burnout in general terms.

After the process of identification, screening, and application of the eligibility criteria, a final corpus of 30 documents was compiled for qualitative analysis.

These documents were selected based on four criteria: thematic relevance, alignment with the study population, recency of publication, and contribution to at least one of the defined analytical categories. Therefore, the selection of the 30 documents was not based solely on their availability or accessibility, but on their ability to provide relevant evidence to address the review's purpose.

It is important to note that some of these documents offered greater analytical depth with respect to the study's objectives; consequently, they were used as reference or representative studies within the final synthesis. In particular, seven documents were selected for a more detailed analysis because they were most closely aligned with the central themes of the research and provided substantive evidence on the relationships between burnout, risk factors, coping, communication, and intervention (shown in Table 3).

The status of these seven reference or representative studies was not determined based on the researchers' subjective assessment, but rather on the following criteria: direct relevance to university faculty; methodological clarity; relevance to the analytical categories; richness of results; and specific contribution to the themes of communication, coping, or intervention.

The information from the 30 selected documents was systematized using a document analysis matrix designed specifically for this study. For each publication, at least the following elements were recorded:

- Author(s) and year of publication, journal, or database.
- Research objective.
- Results
- Conclusions
- Contribution of the study to the research problem.

The use of this matrix allowed us to move beyond a purely descriptive review and facilitated a cross-sectional comparison among the documents, identifying recurring themes, differences, conceptual relationships, and gaps in the literature.

The analysis of the information was organized using deductive analytical categories derived from the research objectives and subsequently enriched with emerging subcategories identified during the review, as shown in Table 2.

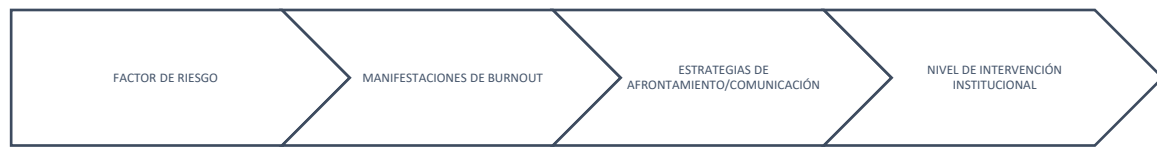
Table 2. The categories and subcategories were:

Category	Subcategories
Risk factors for burnout	Individual, organizational, and contextual
Manifestations of burnout	Emotional exhaustion, depersonalization/cynicism, and reduced professional fulfillment or effectiveness
Consequences	Personal, psychological, professional, and organizational
Coping	Individual, interpersonal, and organizational
Communication	Interpersonal communication, communication with peers, communication with authorities, social support, and organizational communication
Intervention	Individual, group, and organizational strategies
Prevention	Institutional actions, working conditions, and strengthening support networks

Note: Prepared by the author.

Finally, an interpretive synthesis of the results was conducted, with special attention to the role of communication as a cross-cutting dimension. This approach prevented communication from being treated as a secondary element and allowed for an analysis of its relationship with social support, interpersonal relationships, organizational climate, the expression of needs, and the seeking of help in the face of burnout.

Based on the synthesis of the 30 documents, an integrative interpretation of the phenomenon was developed. The results were organized according to a logic illustrated in Figure 1:

**Figure 1.** Framework of articulation.

This integration revealed that burnout among university faculty should not be understood exclusively as an individual problem, but rather as a multidimensional phenomenon in which personal, work-related, organizational, and contextual conditions interact.

Consequently, the intervention proposal considered in this study was organized according to different levels of action. Individual strategies—including the daily practice of mindfulness, yoga, tai chi, qigong, and other practices that promote physical and mental well-being—were considered complementary resources rather than the central focus of the proposal. The main component was directed toward strengthening organizational conditions, communication, interpersonal relationships, social support, and institutional strategies for prevention and care.

Thus, the review enabled a shift from an interpretive identification of strategies toward the development of an integrative proposal in which communication constitutes a cross-cutting component of coping and institutional intervention in response to burnout.

3. Results

Based on the literature review and analysis conducted, it was found that burnout among university faculty has significant repercussions on their emotional well-being, job performance, and teaching quality. Its manifestations include emotional exhaustion, depersonalization, and reduced personal fulfillment, which can lead to a deterioration of the educational environment and a decline in motivation among both faculty and students.

The objective of this research was to analyze the implications of burnout among university faculty through a literature review. This objective was successfully achieved, as the main consequences of this syndrome on teaching work and its impact on higher education were identified. Table 3, available at , shows the matrix used to analyze the reviewed studies, highlighting the seven most representative studies mentioned earlier.

Table 3. Matrix analyzing the results and conclusions of each reviewed study.

Reviewed study and database and/or indexed journal:	Objective:	Result:	Conclusions:
La Cruz Orbe, S., Oyola, N. P. R., Oropeza, V. R. C., & Gomero, Y. C. S. (2026). Psychological capital as a protective factor against professional burnout among healthcare workers. <i>Prisma Social</i>	To examine the relationship between technological acceptance and academic burnout, acting as a contributing factor to burnout.	The results showed a significant inverse correlation between the two constructs, indicating that higher levels of psychological capital are associated with lower levels of professional burnout.	It was concluded that psychological capital emerges as a fundamental resource for coping with demanding work requirements and protecting employee well-being. This finding confirms the protective role of psychological capital against occupational burnout and underscores the need to develop organizational strategies aimed at strengthening staff members' positive psychological resources.
González-Garces, L. E., López-Paredes, M. A., López-Pérez, S. D. L. A. (2026). Academic burnout and technological acceptance among college students. <i>Venezuelan Journal of Management</i>	To measure the relationship between academic burnout indices and the technology acceptance model.	A positive relationship was found between the variables; furthermore, the principal component analysis found that the following elements—emotional exhaustion, cynicism (burnout), perceived usefulness, and perceived ease of use (Technology Acceptance Model)—are related; however, academic efficacy is not related to burnout or difficulty using technology.	Technological acceptance is related to academic burnout, acting as a factor in professional burnout.
Lulema Cahueñas, K. S. (2025). Burnout Syndrome	To identify the causes and reasons	The results revealed that the main triggers of	The study concludes by highlighting the urgent

Among Teachers in Latin America. <i>SEK International University of Ecuador Repository</i>	behind the risk factors to which teachers in Latin America are exposed through a literature-based study, with the aim of designing a general protocol with preventive strategies that improve teachers' well-being and performance while preventing occupational burnout.	burnout include work overload, lack of institutional support, precarious contractual conditions, and stressful educational environments. Furthermore, it was found that psychosocial interventions—such as stress management programs, resilience-building initiatives, and improvements in working conditions—can reduce its incidence.	need to implement organizational policies that prioritize teacher well-being, not only to prevent professional burnout but also to improve the quality of education in the region.
Gaeta González, M. L., González-Ocampo, G., Quintana Terés, M. C. Q., and Nasta Salazar, L. C. (2023). Burnout Among University Professors: Self-Regulation and Co-Regulation as Coping Strategies. <i>Electronic Journal of Research in Education Psychology</i>	To analyze risk profiles for teacher burnout using a socio-contextual approach.	The findings indicated the existence of three risk profiles for teacher burnout. An association was detected between high levels of self-regulation and co-regulation and a lower risk of burnout. The results also showed a relationship between burnout and the sociodemographic variables studied.	The study's findings suggest that using proactive coping strategies (involving self-regulation and co-regulation) may help prevent teacher burnout, especially when teachers face various professional challenges and demands.
Béjar Berjano, E. (2019). Burnout among university professors: a correlational study with personality and positive occupational mental health variables. <i>Comillas Pontifical University Repository</i>	To examine the relationship between the variables of burnout levels, personality, and positive occupational mental health in a sample of Spanish university professors, while also including a Mexican sample, in order to determine	The results may indicate that there is a relationship between a high level of Neuroticism in personality and the Emotional Exhaustion dimension of burnout.	In conclusion, there is a lack of resources to verify that this is not due to the fact that they measure similar constructs.

	whether statistically significant relationships can be established between the dimensions of each of these tests and burnout syndrome.		
Adrianzen Zegarra, A. I. (2022). Burnout Syndrome and Self-Efficacy Among Faculty Members at a Private University in Lima, 2022. <i>César Vallejo University Repository</i>	To analyze the relationship between burnout syndrome and self-efficacy among faculty members at a private university in Lima, Peru.	The results obtained using Pearson's correlation coefficient show a two-tailed significance level of 0.000 ($p < 0.50$) with an " r " = -0.534; thus, a significant and moderately inverse relationship between the study variables is confirmed. Similarly, results were found that demonstrated a relationship between the dimensions of both variables.	It was therefore concluded that there is a correlation between burnout syndrome and self-efficacy among university professors.
Barahona Parra, J. A., & Pazmiño León, D. M. (2022). Burnout Syndrome Among University Faculty in the City of Ambato, Peru. <i>Repositorio.eesppamm.edu.pe</i>	Assessing signs of burnout syndrome among early childhood educators in the Celendín district, Ambato, Peru, in 2023	It was found that 93.75% of the participants—who were female—and 6.25%—who were male—showed no signs of this syndrome; Furthermore, according to the dimensions, it was evident that, in the emotional exhaustion dimension, 88% of the teachers scored at a low level and 12% at a moderate level; in the depersonalization dimension, 81% scored at a low level; and finally, in the personal fulfillment dimension, 75% scored at a high level	In conclusion, early childhood educators in the Celendín district do not exhibit burnout syndrome.

Note: It can be observed that the premise is reaffirmed that there is an urgent need to establish support resources for university faculty, in order to promote and develop coping and

communication strategies that will enable them to deal with present or future stressful situations and thereby improve the quality of education.

Burnout among university faculty is a multidimensional phenomenon that transcends individual responsibility and is related to the organizational, work-related, interpersonal, and contextual conditions in which academic activity takes place. Its presence can affect faculty members' psychological and physical well-being, professional performance, interpersonal relationships, and, indirectly, the quality of educational processes. Therefore, preventing and addressing burnout requires moving beyond interventions focused exclusively on individual self-care and toward comprehensive and sustainable institutional strategies.

In this regard, the reviewed findings highlight that communication is a central component for the prevention, coping, and management of burnout in the university context. Clear, horizontal, empathetic, timely, and two-way institutional communication can help reduce uncertainty, encourage the expression of needs and difficulties, strengthen social support, and improve relationships among faculty members, peers, and administrators. Consequently, communication should not be viewed solely as an administrative tool, but rather as an organizational and psychosocial factor related to workplace well-being and the creation of healthy university environments.

From this perspective, strengthening communication involves establishing permanent institutional mechanisms for active listening, feedback, dialogue, and faculty participation in decision-making, as well as accessible channels for communicating workloads, conflicts, emotional needs, and situations that may increase workplace stress. Likewise, it is necessary to develop assertive communication skills that allow faculty to express boundaries, needs, and emotions appropriately, while fostering collaborative relationships and strategies for peaceful conflict resolution. These actions can be complemented by peer support networks and communities of practice that reduce professional isolation and strengthen the sense of institutional belonging.

Therefore, communication must be understood as a cross-cutting coping mechanism capable of connecting the different levels of intervention regarding burnout: individual, interpersonal, and organizational. At the individual level, it promotes the identification and expression of needs; at the interpersonal level, it strengthens support among colleagues and conflict resolution; and at the organizational level, it enables the establishment of processes for listening, participation, feedback, and institutional response. This integration is particularly relevant because coping strategies do not reach their full potential when the organizational conditions that generate or maintain stress remain unchanged, as shown in Table 4.

Table 4. *Communication model, the problems caused by its absence, and the expected outcome of maintaining it.*

Level	Problem	Role of Communication	Strategy	Expected Outcome
Individual	Stress and Burnout	Expressing Needs and Boundaries	Assertive communication + self-care	Self-regulation
Interpersonal	Conflicts and Isolation	Peer Listening and Support	Support Networks and Dialogue	Social support
Organizational	Overload	Horizontal and	Institutional	Greater

	and uncertainty	two-way communication	channels for listening	clarity and participation
Institutional	Lack of prevention	Communication as an ongoing policy	Comprehensive teacher well- being program	Burnout prevention

Note: Prepared by the author.

Consequently, the implementation of activities and the use of strategies such as mindfulness, qigong, tai chi, restorative yoga, and physical therapy can be incorporated as complementary resources for emotional regulation, recovery, and self-care, but they should not constitute the core of the intervention. The central focus should be on transforming the conditions that contribute to professional burnout, particularly those related to work organization, institutional support, interpersonal relationships, and communication processes. In this study, we suggest using these practices as strategies to promote well-being and regulate stress; thus, their role can be maintained within a broader intervention model.

4. Discussion

The comprehensive review of each of the documents, all of which were suitable for analyzing social phenomena such as burnout syndrome among university faculty; was conducted from a qualitative research perspective, focusing on the approach proposed by Sandín (2003), who notes that qualitative research is primarily an interpretation of social reality through the collection of non-quantifiable data, prioritizing the meaning of the discourses and experiences of the subjects or documents under investigation. This approach allows for a deep understanding of human phenomena, standing out for its flexibility and interpretive richness, although it has the limitation of not being generalizable to broader populations. In addition to this, the research was documentary in nature, based on the compilation, organization, and analysis of written sources to extract relevant information about the subject of study (Baena, 2014). Its advantages lie in access to a wide range of existing data and the ability to conduct studies without requiring fieldwork. This provides an up-to-date and comprehensive view of burnout, corroborating the idea that it is a phenomenon that does indeed affect university professors. , in relation to the findings of Tito et al. (2022), this phenomenon must be prevented, as it is influenced by gender and age group across all dimensions of stress; as well as with the findings presented by Torres (2023), who states that when stress is constant and intense, exceeding a person's energy and capacity to respond, it inevitably leads to professional burnout, necessitating the implementation of measures that promote greater stability and job fulfillment through support strategies to counteract work-related stress.

This study reinforces the idea that communication and coping strategies focused on faculty well-being are a fundamental tool for preventing and reducing stress among university professors. Effective, empathetic, and participatory organizational communication fosters healthy work environments, strengthens interpersonal relationships, and helps prevent academic burnout. Furthermore, the implementation of emotional support programs and assertive communication can significantly improve faculty members' quality of work life and institutional performance (Gil-Monte, 2005; Maslach and Leiter, 2016; Schaufeli et al., 2009; Gámez et al., 2025). This opens the door for future research into the outcomes of these strategies when applied to university faculty and how they were received by them.

5. Conclusions

It is undeniable that burnout among university faculty members poses a latent threat to educational quality and the well-being of teaching professionals. Greater attention is needed from institutions to implement prevention and support measures, promoting healthy work environments that foster faculty members' emotional stability and professional development. Ignoring this problem only exacerbates its consequences, affecting both faculty and students and, on a broader level, higher

education as a whole. For this reason, a proposal is presented below to implement activities within the university context that develop communication and coping strategies to address faculty burnout and work-related stress. In addition, this proposal aims to address burnout through a systemic approach, beginning with an understanding of occupational and organizational risk factors, followed by the manifestations of burnout, and then identifying the personal and professional consequences. This will enable the implementation of communication and social support strategies, along with coping strategies, to achieve an effective institutional intervention.

This approach supports the argument that preventing burnout does not merely mean teaching faculty members to manage stress more effectively, but rather building institutions capable of listening, communicating, supporting, and responding promptly to the needs of their faculty. In this regard, an institutional prevention policy should incorporate mechanisms for two-way communication, regular forums for listening to faculty, peer support networks, training in assertive communication and conflict resolution, as well as strategies for self-care and psychophysiological regulation.

Finally, the main contribution of this review is to propose a perspective on university faculty burnout in which communication serves as a bridge between organizational conditions, individual experiences, and institutional responses. In this way, the prevention and management of professional burnout can be oriented toward a model that does not hold faculty members solely responsible for their well-being, but rather recognizes the shared responsibility of institutions of higher education in creating healthy, participatory, communicative work environments that protect the health and well-being of faculty.

Proposed Communication and Coping Strategies for Work-Related Stress.

Various studies have shown that clear, horizontal, and empathetic institutional communication promotes psychological well-being, reduces job uncertainty, and strengthens the organizational climate (Gil-Monte, 2005; Maslach & Leiter, 2016). Therefore, this paper outlines communication strategies and coping exercises that could be part of an institutional program for faculty members, aimed at reducing work-related stress by promoting healthy work environments and support networks within the university context (Ramos and Sansores-Guerrero, 2023; Salanova, 2009), as set forth in the following proposals:

Strengthening internal organizational communication by implementing clear, permanent, and two-way institutional communication channels between administrators and faculty. Ambiguous or excessively top-down communication tends to increase perceptions of tension and emotional exhaustion; therefore, spaces for active listening should be created between administrators and faculty. According to Chiavenato (2019), efficient organizational communication contributes to job engagement and reduces psychosocial factors associated with stress.

Developing assertive communication skills that enable faculty members to express their needs, boundaries, and emotions appropriately, thereby fostering healthy interpersonal relationships within the university community through training workshops on peaceful conflict resolution and emotional intelligence applied to teaching. Goleman (1998) argues that emotional intelligence and communication skills serve as protective factors against professional burnout.

Creation of support networks and peer mentoring for faculty; it is recommended to strengthen collaborative communication strategies among peers through spaces for interdisciplinary dialogue and communities of teaching practice. According to Schaufeli et al. (2009), organizational support and positive interaction among colleagues function as protective mechanisms against occupational burnout.

Higher education institutions can develop ongoing communication campaigns focused on teachers' mental health and self-care that include self-care strategies such as workshops on mindfulness, Qigong, Tai Chi, and restorative yoga, combined with certain physical therapy exercises. The

World Health Organization (WHO, 2022) highlights the importance of preventive organizational interventions to reduce psychosocial risks in the workplace.

From a neuropsychological perspective, the use of mindfulness recognizes that proper stress management is essential for maintaining emotional balance and cognitive functioning. In this regard, mindfulness-based interventions have proven to be an effective strategy for promoting emotional self-regulation and reducing the negative effects of stress. Gobbo et al. (2024) demonstrated that a brief mindfulness intervention in adults led to significant improvements in both cognitive performance and emotional well-being, suggesting positive effects at the neuropsychological level, particularly in processes of attention and emotional control. Likewise, Pazmiño and Sumba (2025) noted that mindfulness contributes to the management of emotional disturbances in adults by promoting greater emotional awareness and a reduction in automatic stress-related responses. These improvements are linked to a greater capacity for emotional regulation, which is key to preventing psychological burnout and cognitive decline associated with chronic stress. Therefore, it is necessary to establish spaces specifically focused on providing mental rest and emotional well-being for university faculty, who face high levels of academic demands (Grossman et al., 2004).

Given the use of qigong, tai chi, and restorative yoga, it is appropriate to implement interventions that incorporate non-pharmacological, low-cost, and empirically supported strategies aimed at strengthening teachers' physiological and cognitive self-regulation. Among the mind-body practices with therapeutic potential is qigong (chi kung), a traditional system of Chinese origin that integrates gentle movements, breath control, and focused attention with the aim of regulating bodily energy and promoting psychophysiological balance. From a contemporary health perspective, qigong can be understood as a somato-cognitive intervention that promotes interoceptive awareness, autonomic modulation, and a reduction in stress-related sympathetic activation. These characteristics make it a relevant tool for programs focused on emotional regulation and the prevention of professional burnout. Closely related to qigong is tai chi, an internal martial art characterized by sequences of slow, continuous movements coordinated with breathing and mindfulness. In the scientific community, tai chi is considered a moderate-intensity mind-body exercise practice that combines motor stimulation, postural control, sequential memory, and emotional regulation. Various neuropsychological studies have documented that its systematic practice is associated with the preservation of cognitive functions, the maintenance of autonomy in activities of daily living, and improved emotional balance, particularly among adults and older adults (Orozco-Calderón et al., 2018; Bustamante-Hernández, 2021). Likewise, recent systematic reviews indicate that physical exercise involving coordination and attentional control is a key factor in significantly improving cognitive performance and brain health, promoting neuroplasticity and functional efficiency (Alvarado-Peña et al., 2023). On the other hand, restorative yoga falls within the therapeutic modalities of contemporary yoga and is characterized by the use of props, sustained passive postures, and an emphasis on mindful breathing, with the goal of inducing deep states of physical and mental relaxation. Unlike dynamic styles, this practice reduces muscular exertion and promotes activation of the parasympathetic nervous system, facilitating the restoration of homeostatic balance. Empirical evidence on yoga in adults shows a reduction in anxiety, an improvement in self-perceived cognitive function, and enhanced psychological well-being (Giménez et al., 2022; Ocaña and Gavilanes-Gómez, 2022). Likewise, yoga therapy programs aimed at reducing stress show decreases in physiological indicators of arousal and increases in states of deep relaxation (Carrillo-González and Simón-Pigman, 2020). Integrative physical practices such as restorative yoga report significant improvements in vitality, mental health, and emotional regulation—variables closely linked to the prevention of burnout syndrome (López-Mesa et al., 2023). Taken together, these findings support the value of restorative yoga as a neuropsychological strategy for autonomic regulation, reduction of perceived stress, and improvement of emotional well-being. From a neurointegrative perspective, the combination of conscious movement, regulated breathing, and mindfulness found in qigong, tai chi, and restorative yoga promotes conditions conducive to brain plasticity, self-regulatory learning, and adaptive functional reorganization (Ramírez-Vargas, 2022). In an educational context, these practices not only help reduce physiological and emotional stress but also promote cognitive clarity, decision-

making, and the quality of pedagogical interaction, thereby indirectly impacting teaching-learning processes and the school climate.

Regarding the use of physical therapy, from a neuroscientific perspective, Damasio (1994) argues that emotional states directly influence higher cognitive processes, since emotion and cognition are integrated into common neural networks. Prolonged stress disrupts emotional regulation and can affect structures such as the hippocampus and the prefrontal cortex—regions critical for memory and executive functions. In this regard, physical therapy interventions focused on bodily regulation—through muscle relaxation techniques, diaphragmatic breathing, therapeutic mobilization, and controlled physical exercise—help reduce the physiological arousal associated with stress, promoting a better neuropsychological balance. Likewise, Goleman (1995), widely recognized for his work on emotional intelligence, emphasizes that effective stress management improves work performance and mental health by strengthening self-regulation and reducing emotional overload. In the case of university professors, physical therapy not only addresses musculoskeletal tension resulting from prolonged postures or heavy workloads but also positively impacts the regulation of the autonomic nervous system, reducing levels of excessive sympathetic activation. From a neuropsychological perspective, physical therapy can be understood as a complementary intervention that promotes psychophysiological self-regulation, improves attentional capacity, and protects cognitive functions vulnerable to chronic stress.

Based on the foregoing, it is concluded that implementing programs for the physical and mental well-being of university faculty not only enhances educational quality but also contributes to maintaining the organizational health of higher education, since all of the above-mentioned factors support the cognitive, work-related, and emotional performance necessary for high-level academic practice.

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