RESEARCH ARTICLE

Personality Traits that Predict the Burnout Syndrome on Mexican Teachers

Rasgos de personalidad predictores del Síndrome de Quemarse por el Trabajo en profesores mexicanos

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Summary

The objective of the study was to determine the predictive value of personality traits according to the Mexican model of the Five Personality Factors in the Burnout Syndrome (BOS) and its dimensions from the Gil-Monte model. Three hundred and seventy-five basic education teachers from Mexico City took part in it. The sampling was intentional, non-probabilistic with cross-sectional and correlational design. The Spanish Burnout Syndrome inventory and the Mexican Five Personality Factors scale were used. Pearson's Correlation Test and a stepwise linear regression model were employed for the analysis. With the exception of Emotional Control and Enthusiasm towards work (r2=.087; p>0.05), the results found significant correlations of the Five Mexican personality factors and BOS, negative in the case of personality traits and Psychic Burnout, Indolence, and Guilt; and positive among personality factors and enthusiasm towards work. The multiple linear regression model included Expressive Sociability, Organization and Acceptableness as BOS predictors (F= 39.8, β=-.197*). Therefore, it is concluded that these are the personality traits associated with the syndrome that have a flexible role in the development of BOS. The results also coincide with other studies. It is suggested for further research to evaluate the modulating role of these traits with Psychosocial Risk Factors as an antecedent.

Keywords: Stress; Personality; Teachers; Educational Reform.

Resumen

El objetivo fue determinar el valor predictivo de los rasgos de personalidad según el modelo de los Cinco Factores Mexicanos de la Personalidad en el Síndrome de Quemarse por el Trabajo y sus dimensiones desde el modelo del Gil-Monte. Participaron 375 profesores de educación básica de la Ciudad de México, el muestreo fue no probabilístico intencional con diseño transversal y correlacional. Se utilizó el Cuestionario para la Evaluación del Síndrome de Quemarse por el Trabajo y la Escala de los Cinco Factores Mexicanos de Personalidad. Para analizar se utilizó la Prueba de correlación de Pearson, y un modelo de regresión lineal por pasos. A excepción de Control Emocional e Ilusión en Trabajo (r^2=.087; *p*>0.05), los resultados encontraron correlaciones significativas de los 5FM y el SQT, negativas en el caso de rasgos de personalidad y Desgaste Psíquico, Indolencia, y Culpa, positivas entre 5FM e Ilusión por el Trabajo. El modelo de regresión lineal múltiple incluyó como predictores del SQT a Sociabilidad Expresiva, Organización y Aceptabilidad (F= 39.8, *β*=-.197*). Se concluye que en la población de docentes estos son los rasgos de personalidad asociados al síndrome, pero tienen un papel flexible en el desarrollo del SQT. Los resultados coinciden con otros estudios. Se sugiere para investigaciones posteriores evaluar el de papel modulador de estos rasgos con Factores de Riesgo Psicosocial como antecedente.

Palabras Clave: Estrés laboral; Personalidad; Docente de escuela primaria y secundaria; Reforma de la educación

Introduction

In the work carried out by Gil-Monte (2007), several factors have been identified around the Burnout Syndrome (BOS) that have a role in its development, pointing out variables of a social, organizational or personal nature. Within the latter is personality, a variable identified as a mediator in the development process of the BOS (El-Sahili, 2015). Espinoza-Díaz, Tous-Pallarès and Vigil-Colet (2015) point out the importance of personal resources, as in the case of personality when facing stressful situations.

Some analysis and progress on the subject were made by the end of the 80's in Anglo-Saxon countries, taking as personality variables resistance to change, tendency to avoidance, difficulty in decision making, neuroticism, perfectionism and idealism, extraversion, planning and organization among others (El-Sahili, 2015; Llanque, 2014; Ortiz, et al., 2009).

BOS is approached from different perspectives and evaluated through different models. The most relevant and pointed out in the scientific literature is the one contributed by Maslach and Jackson (1981) that considers it a three-dimensional syndrome that manifests itself in professionals who assist people and is characterized by feeling emotionally exhausted. The instrument used par excellence has been the Maslach Burnout Inventory (MBI); however, over the years modifications have been made to the way of evaluating the phenomenon, such as the MBI-GS, which is designed for application in populations with any type of occupation.

Maslach and Leiter (2016) refer diverse efforts to evaluate the BOS that respond to specific cultural situations. One of them is the contribution of the model of the Questionnaire for the Evaluation of the BOS (Gil-Monte, 2005) that adds a fourth dimension called Guilt. This model is of great relevance to the Hispanic American population, since according to studies by Díaz and Gómez (2016), it has become an obligatory reference. For this reason it is taken as the model to be used in this study.

Gil-Monte Model (Burnout Syndrome)

Gil-Monte points out that BOS has been defined as "a syndrome of emotional exhaustion, depersonalization and lack of personal fulfillment in work, that can be developed in those whose object of work is people in any type of activity" (Gil-Monte, 2005, p. 45). It is considered a syndrome characterized by cognitive and non-psychiatric deterioration, which begins with the loss of the desire to have goals at work and achieve them, or loss of enthusiam for Work as Gil-Monte calls it; this phenomenon is the product of an emotional deterioration called Psychic Weariness as the same model refers to it. Then there are the attitudes and behavior of indifference, sometimes abusive towards the client, called Indolence; and finally the Guilt that is produced by the attitudes or indolent behaviors (Figueiredo-Ferraz, Grau-Alberola, & Gil-Monte, 2016; Gil-Monte, 2007; Rabasa, Figueiredo-Ferraz H, Gil-Monte, & Llorca-Pellicer, 2016).

One of the dimensions that plays an important role in this model is guilt, because sometimes abusive attitudes towards people at work, both colleagues and users of the service provided, lead to high feelings of guilt. This idea is fundamental for the model, which consists of the possibility of distinguishing two different profiles in the development process of the BOS. On the one hand, a profile that meets the criteria of high or critical in the first three dimensions of the model and that does not include feelings of guilt; it is then considered that the individual in this situation has Profile 1 and on the other hand, a profile that besides presenting BOS does incorporate guilt (Profile 2), differentiating two types of individuals who suffer from the syndrome. Guilt, on the other hand, has a symbolic content about commitment to people in the work environment (Figueiredo-Ferraz, Grau-Alberola, & Gil-Monte, 2016; Gil-Monte, 2007; Rabasa, Figueiredo-Ferraz H, Gil-Monte, &Llorca-Pellicer, 2016).

Gil-Monte (2007) considers for his model four dimensions that are explained in teachers in the following way: the first of these is called Illusion for Work and corresponds to the desire of the teacher to achieve objectives in his work as a teacher, and this process in turn becomes, instead, a source of personal pleasure. Then there is Psychic exhaustion, which is reflected in the presence of emotional and physical exhaustion due to the conditions in which the teacher performs his work. Indolence, which is the presence of negative attitudes towards students, parents and sometimes co-workers, and Guilt, which in the case of teachers is the product of the aforementioned attitudes. In spite of the fact that working conditions in any job are more or less the same, each worker responds differently, that is, their personal history, psychosocial skills and personality traits accentuate or attenuate work stress (Gil-Monte, 2007; Rabasa et al., 2016).

Over the last few years, various studies have provided numerous evidences on the prevalence of BOS in teachers at all levels of the educational system, as well as its impacts on educational institutions, their productivity and mainly their health (Aldrete, Pando, Aranda, &Balcázar, 2003; Ayuso & Guillen, 2007; Barbosa, Muñoz, Rueda, & Suárez, 2009; Silva, García, González, &Ratto, 2015; Unda, Contreras, Sánchez, &García, 2008). This also leads to the consideration of intrinsic factors such as personality.

The Big Five (FFM)

The Big Five personality traits or Five-factor model (FFM) was developed from the effort of a series of theoreticians who proposed five predominant and common personality traits. Within these, Raymond Catell (1905-1998) stands out being the one who through factor analysis suggested traits that would allow behavioral prediction in some specific situations. It was also through the effort of several researchers that the term coined in 1982, the so-called Big Five, is concluded (Cloninger, 2003; Vicent, Inglés, Gonzálvez, Sanmarin, &García-Fernández, 2016).

Some of the dimensions of this theory can be compared with the theory of traits proposed by Eysenck. It is necessary to point out that as in the previous theory, in the 5G each trait can be explained by means of an axis (See Figure 1), at one end of this are the individuals that present the response predispositions characteristic of the trait, which for example, in Extroversion are creative, enthusiastic, assertive, self-confident, besides positive emotions, warmth and being affective while those who score low do not present them or present low levels. These individuals are therefore, at the opposite end of the axis. This explanation through the axis "Extroversion" - "Low Extroversion" can be used to understand the other traits; "Neuroticism" - "Low Neuroticism", "Cordiality" - "Low Cordiality", "Consciousness" - "Low Consciousness" and "Openness to Experience" - "Low Openness to Experience" (Cloninger, 2003; Vicent et al., 2016).

In this theory, Neuroticism refers to emotional responses, mostly feelings of anxiety, depression, anger and discontent. Whoever receives a high score in this trait can be described as vulnerable. In this model three traits are added in addition to those mentioned in place of Psychoticism (by Eysenck): Cordiality or Affability, which represent trust, simplicity, interest in others and their needs, as well as kindness; Conscience or Rectitude, which values autonomy, precision, fulfillment of responsibilities, order and organization in general; and finally, the Openness to Experience, which evaluates intellectual aspects, whether through actions, ideas, aesthetics or fantasy (Cloninger, 2003; Vicent et al., 2016).

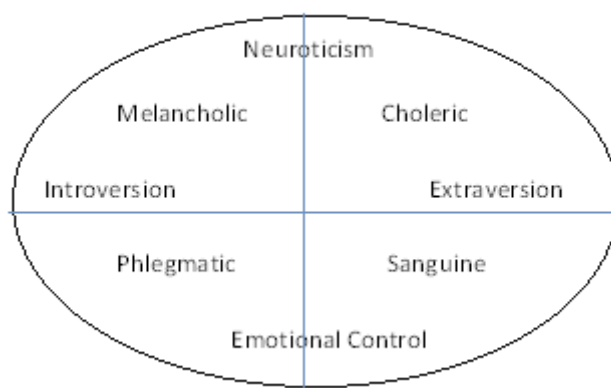Figure 1. Relationship between Greek tradition and the Eysenck Theory

Figure 1. Based on Eysenck's relations between his approaches and Greek tradition

The Five Mexican Personality Factors (5FM for its Spanish acronym)

The 5FM is an adaptation of the FFM (Big Five) for the Mexican population, made by Uribe (Uribe, 2002).It developed from criticisms made of the use of psychological instruments designed for cultures that are foreign to the Mexican (Uribe & Arias 2005). This model considered Holland's Occupational Orientation model (1966) in addition to the personality model. Each of the following dimensions represents an axis, at one end are the individuals who lend the trait to a lesser extent and at the opposite end those who present it to a greater extent (see Figure 1) (Uribe, 2002; Uribe, Contreras, Sánchez, &García, 2008):

1. Expressive Sociability is understood as the different forms of expression that people have or carry out when relating to others. It fluctuates between introversion and extraversion, and is part of the same axis of the FFM. A low level of Expressive Sociability would imply a greater introversion and a high level a greater extroversion (see Table 1).

2. Acceptableness, which corresponds to the characteristics of the individual that determine whether or not the individual is accepted by others. If high values are presented in the individual, he is mostly accepted. The opposite occurs if the values are low. This trait can be compared to the Cordiality trait of the FFM as it corresponds to a style of interaction with other individuals.

3. The Organization that corresponds to the styles or attitudes in the direction that a person uses when performing activities or tasks. It can be compared to Consciousness in the FFM since autonomy, rectitude and precision are part of the style of direction that the individual has when performing a task.

4. Emotional Control consists of the degree of emotional stability observed in a person when expressing acts, ideas and thoughts. This trait can be compared with what we call low Neuroticism in the FFM, since Neuroticism refers to emotional responses, feelings of anxiety, anger or discontent.

5. Intellectual Sensitivity refers to abilities or capacities with which an individual expresses and perceives experiences, issues or problems. We can compare it with the feature of Openness to Experience explained in the FFM because in both, intellectual aspects of the individual are assessed.

The instrument created by Uribe (2002) to evaluate 5FM has also been validated with the working population (Uribe & Arias, 2005; Uribe, Contreras, Sánchez, &García, 2008). They also point out the need to have instruments that evaluate psychological aspects such as personality. They take into account conditions characteristic of the Mexican culture, presenting favorable results in their psychometric behavior with Alphas between .72 and .85. It is for this reason that the model was chosen for the present study.

The relationship that exists between personality and the BOS has been studied in several workers populations. Some of the results will be addressed below:

Table 1.

Comparison of personality traits

Greek Tradition	Eysenck	Big Five	5MF
Sanguine (extroverted and stable)	Extroversion	Extroversion	expressive sociability
Phlegmatic (introverted and stable)	Low Extroversion	Low Extroversion	(Low expressive sociability)
Choleric (extroversion and neuroticism)	Neuroticism	Neuroticism	emotional control (or underneuroticism)
Melancholic (introversion and neuroticism			
Without possible equivalent	Psychoticism (not cordial, competitive, lacking rectitude, cordiality, acceptableness)	Cordiality	Acceptableness
		Openness to experience	Intellectual sensitivity
		consciousness	organization

The relationship between BOS and personality traits

To be able to talk about the relationship that exists between the BOS and personality traits, it must first be clarified that the same stressors may have different repercussions depending on the particular individual we are talking about, one of the factors that are involved in such a situation is personality. The latter has a causal influence on the BOS, more specifically on Psychic exhaustion (El-Sahili, 2015).

In works such as Pérez-Rubio, González, & Garcés de los Fayos (2017) the proposed results can be qualified as unusual since the feature called Cordiality (FFM) correlates positively with Indolence and with openness, in the same way that openness also correlates with Low enthusiasm towards Work in a positive way. In this same research responsibility was found as a predictor of Low enthusiasm towards Work.

On the contrary, in the study by Espinoza-Díaz et al. (2015) those who worked with a sample of Spanish teachers, kindness, emotional stability, extroversion and openness to experience are described as protective factors of the BOS; responsibility is also pointed out although to a lesser extent as a protective variable .In the same direction are the opinions of Durak and Saritepeci (2019) who found personality traits; extroversion, openness to experience and emotional stability in a Turkish sample of teachers. Izquierdo (2015), on the other hand, found and described in his results emotional stability as protective of the BOS in a Mexican client service population, Salgado and Leria (2017), on the other hand, describe extroversion, responsibility and openness to experience as protective factors of the BOS although also as predictors of indolence, the latter, present in a sample of Chilean teachers.

In other researches on the subject, correlations have been found between the features of Extroversion and Neuroticism, and Psychic Exhaustion .Kindness and Indolence in a negative way, and Neuroticism in a positive way. Openness to Experience, Responsibility, Extraversion and Kindness correlates positively with Enthusiasm towards Work, but not with Neuroticism (Roth & Pinto, 2015). For Izquierdo (2015), Neurotic personality traits are also associated with the BOS.

In studies conducted with medical populations, the personality trait that consistently appears in the results is under emotional control or neuroticism (Lindeman, et al. 2017; McManus, Keeling, Paice, 2004; Prins, et al.2019). In another study conducted in Korean population with medical students who worked with the TCI model of Cloninger, Svrakic and Przybeck (1993) it was found that self-direction correlated negatively with BOS (Lee, Choi, Chae, 2017).

A subject that should also be considered is resistant personality, which, for Ríos, Godoy, & Sánchez-Meca, (2011) consists of a personality type in which the individual has specific characteristics that allow him/her to be "resistant" to stress. The construct understood as resistance is divided into three dimensions: Commitment, which corresponds to personal involvement in any task; Control, which corresponds to the belief that an individual has to influence the course of events; finally, challenge. This last one refers to the belief of change as an inherent characteristic of life. This is important because the relationship between resistant personality and BOS is commonly addressed.

The employment situation of teachers in Mexico

Educational reforms in recent years in Mexico have driven changes in the working conditions of teachers, reducing their perceived resources and increasing the demands of their work, all of which has exposed teachers to discomforts produced by their own work (Espinoza-Díaz, Tous-Pallarès& Vigil-Colet, 2015). The education reform (2013) undertaken by the government of President Enrique Peña Nieto in Mexico made working conditions precarious in terms of job stability, social security, benefits and teacher salaries (Gil, 2018).

These reforms were aligned with the framework of globalization and the use of new technologies, generating social and economic changes that affected business activity, organizations and employment. This is added to the changes seen in economic sectors such as services, a sector that has increased compared to other sectors such as agriculture or manufacturing. In recent decades Mexico has seen increases in the service sector of up to 35% (National Institute of Statistics and Geography (INEGI, 2009), and in recent years the same sector has accounted for around 60% of annual national GDP, all of which means an increase of stress in this sector (Espinoza-Díaz et al., 2015; Figueiredo, 2014).

In view of the Educational Reform in Mexico and the increase in labor stress in teachers, it is pertinent to study variables involved in the BOS development process such as personality; therefore, how will the interactions between personality and BOS be expressed? The main objective was to determine the predictive value of personality traits according to the 5FM model in the BOS and its dimensions from the Gil-Monte model. Due to the fact that in previous research the results do not identify the same personality variables, it has been considered for the secondary objectives, other variables when comparing sexes and school level.

Method

The design was correlational, cross-sectional and of a single *ex post facto* sample. The type of sampling was non-random by convenience, with the participation of teachers who voluntarily agreed to answer the questionnaire after a call made to all primary and secondary schools in Mexico City. A total of 375 public basic education teachers from 39 schools, six secondary schools, and the rest primary schools, responded the questionnaire. Those who at the time of the application were working in the morning, afternoon, and mixed sessions were also included,

excluding those who were not doing activities in the school area or reported some mental pathology of non-work origin.

Out of the total number of women, (280) that is 16.4% were between 20 to 30 years old; 35.7% were between 30 to 40 years old; 26.8% were between 41 to 50 years old and 19.3% were 51 or over. In relation to men, 21.4% out of the total number (84) were between 20 to 30 years old; 41.7% were between 31 to 40; 22.6% were between 41 to 50, and 14.3% were 51 or over. The rest of the participants (13) did not answer the question.

Out of the total, 48% have a couple (married and unmarried) and 52% are either single, divorced or widowed; 9.1% have a technical school level, out of which 63.5% are normalist (graduated from schools that train basic education teachers), 25.5% with have a bachelor's degree in pedagogy or a related area and 11% have a postgraduate degree. The average teaching experience is 14.3 years with D.E=10.1; 52.3% work in the morning session, 8.3% in the afternoon and the rest in mixed sessions. As for the type of contract, 79% have a permanent contract and the rest are temporary workers.

Instruments

Questionnaire of the Burnout Syndrome Assessment (CESQT *for its equivalent in Spanish)* validated in a sample of Mexican teachers by Gil-Monte, Unda y Sandoval, (2009) is a Likert scale type composed of 20 items and four dimensions, five of which correspond to Illusion at Work (Alfa de .89), four to Psychic Attrition (alpha of .89), six to Indolence (alpha of .83) and five to Guilt (alpha of .85), The alpha are of the study sample, the levels were established based on the Gil-Monte manual (2011) and correspond to very low, low, high and critical.

Scale of the Five Mexican Personality Factors (5FM): validated with the Mexican population by Uribe (2002) and with the engaged workers population by Uribe and Arias, (2006) a Likert scale type with five response options and five dimensions, 53 reagents in total, out of which 17 correspond to Expressive Sociability (Alpha of .76), 9 correspond to Acceptableness (Alpha of .73), 8 correspond to Organization (Alpha of .46), 7 correspond to Emotional Control (Alpha of .42) and 12 correspond to Intellectual Sensitivity (Alpha of .65). The Alphas correspond to the study sample.

There was used a self-elaborated questionnaire of the socio-demographic and socio-labor data that included sex, age, marital status, education, teaching experience, session and type of contract.

Procedure

The participation of the teachers was voluntary, in group evaluations carried out in the facilities of the work centers (primary and secondary). Participants were asked to sign an informed consent, clarifying the strict confidentiality of the information provided in the questionnaires, as well as the objective and subsequent processes of the research.

Analysis of the data

The statistical program SPSS 23.0 was used for the analysis of the data obtained. Frequency analysis and central tendency tests were applied for prevalence of BOS and its dimensions and personality traits. A bivariate Pearson correlation was performed for the relationship between Expressive Sociability, Acceptableness, Organization, Emotional Control, Intellectual Sensitivity and Enthusiasm towards Work, Psychic Exhaustion, Indolence and Guilt. This correlation was performed by sex, by work enrolment in a primary or secondary school; a stepwise multiple linear regression was performed to identify the predictive personality traits of the BOS, and also a two stepwise multiple linear regressions to distinguish sex.

The value of p was considered below .05 and the variables that resulted with significant correlations were integrated into the stepwise multiple regression model.

Results

As for the prevalence of BOS, 46.1% of the teachers presented low Enthusiasm towards work, 47.8% Psychic exhaustion at a high or critical level; as for Indolence, 39% presented high or critical level; 31.3% had Guilt at high and critical levels, and 53.1% of the teachers scored high or critical in the BOS.

In the 5FM a little more than half of the professors tend to present Expressive Sociability while the rest tend not to; in the case of Acceptableness, 52.8% feels accepted, and the rest feel rejected, for the Organizational trait, a little more than half tends to be organized, while the rest is disorganized; 53.3% tends to have Emotional Control, the rest do not present the trait; And in Intellectual Sensitivity, 55.7% tends not to present the trait while the rest does.

Tabla 2.
Correlations between personality traits and dimensions of the BOS

	M	D. E.	A	C	1	2	3	4	5	6	7	8	9	10
S. E.	2.76	0.4	0.1	0.7	1	.756**	.439**	.436**	.450**	.186**	-.462**	-.341**	-.392**	-.441**
A	2.74	0.5	0.2	1.2		1	.332**	.273**	.431**	.219**	-.380**	-.307**	-.295**	-.419**
O	2.66	0.5	0.3	1.3			1	.391**	.288**	.173**	-.332**	-.305**	-.347**	-.368**
C. E.	2.69	0.5	1.8	17				1	.256**	0.087	-.313**	-.252**	-.281**	-.288**
S. I.	2.09	0.5	0.6	3.8					1	.138**	-.235**	-.221**	-.185**	-.273**
I. T.	2.83	1	-0.9	0.3						1	-.121*	-.158**	0.003	-.636**
D. P.	2.06	1	-0	-0.8							1	.541**	.493**	.736**
I	1.07	0.7	0.6	-0								1	.532**	.775**
C	0.992	0.7	0.7	0.1									1	.456**
SQT	1.37	0.6	0.1	-0.4										1

**p<0.01
*p<0.05

As can be seen in Table 2, in the result of the correlation analysis, the highest relationships were found negatively between Expressive Sociability and Psychic Exhaust (r=-.462**), Expressive Sociability and BOS (r=-.441**), Acceptableness and BOS (r=-.419**) Expressive Sociability and Guilt (r=-.392**), and Acceptableness and Psychic Exhaustion (r=-.380**). The only non-significant correlation was Emotional Control and Enthusiasm towards Work (r=.087).

Table 3.

Linear Regressions between Personality Traits and the Burnout Syndrome

Models	F	R2	ΔR2	B	Standard Error	β	p	1-β	f^2
				Enthusiasm about work					
Step 1	15.94 (1,350)	.044	.041				.001	.75	.046
Acceptableness				.361	.253	.209			
Step 2	10.48 (2,349)	.057	.051				.028	.98	.060
Acceptableness				.291	.095	.168	.002		
Organization				.238	.108	.121	.028		
				Psychic Exhaustion					
Step 1	94.33 (1,351)	.212	.210				.001	1	.269
Expressive Sociability				-1.011	.104	-.460	.001		
Step 2	55.560 (2,350)	.241	.237				.001	1	.317
Expressive Sociability				-.824	.114	-.375	.001		
Organization				-.396	.108	-.191	.001		
				Indolence					
Step 1	44.918 (1,349)	.114	.111				.001	.99	.128
Expressive Sociability				-.514	.083	-.338	.001		
Step 2	16.102 (2,348)	.150	.145				.001	.99	.176
Expressive Sociability				-.399	.091	-.243	.001		
Organization				-.328	.085	-.212	.001		
				Guilt					
Step 1	61.487 (1, 348)	.150	.148				.001	.99	.176
Expressive Sociability				-.656	.084	-.388	.001		
Step 2	40.434 (2,347)	.189	.184				.001	1	.233
Expressive Sociability				-.492	.091	-.290	.001		
Organization				-.349	.086	-.220	.001		
				BOS					
Step 1	84.360 (1,347)	.196	.193				.001	1	.243
Expressive Sociability				-.613	.067	-.442	.001		
Step 2	55.045 (2,346)	.241	.237					1	.317
Expressive Sociability				-.465	.072	-.336	.001		
Organization				-.310	.068	-.239	.001		
Step 3	39.892 (3,345)	.258	.251				.006	1	.347
Expressive Sociability				-.256	.105	-.185	.015		
Organization				-.312	.067	-.241	.001		
Acceptableness				-.226	.082	-.197	.006		

A stepwise linear regression analysis, in which all personality traits and dimensions of the syndrome were integrated, is reported as predictors of Enthusiasm towards Work {F=10.4,

(gl=2/349)}** to Acceptableness (β=.209**) in the first step, and Acceptableness (β=.168**) with Organization (β=.168**).121*) integrated in the second step. The statistical power is acceptable and the effect size is low; the total variance of the model explained is 5.7%; for Psychic Exhaustion{F=55.5, (gl=2/350)}**, Expressive Sociability (in the first step β=-.460**) and in the second Expressive Sociability (β=-.375**) and Organization (β=-.191**). The statistical power is good and the size of the effect is medium; the total variance of the model explained is 24.1%; in the same way in the Indolence {F=16.1, (gl=2,348)}**, it was integrated in the first step to Expressive Sociability (β=-.338**) and in the second one Expressive Sociability (β=-.243**) and Organization (β=-.212**). The statistical power is adequate and the size of the effect is low, the total variance explained by the model is 15%; for Guilt {F=40.4, (gl=2,347)}** Expressive Sociability (β=-.388**) in the first step, and Expressive Sociability (β=-.290**) with Organization (β=-.220**) in the second one. The statistical power is good and the size of the effect is medium; the total variance of the model explained is 18.9%. Finally, for the BOS {F=39.8, (gl=2,347)}**, Expressive Sociability (β=-.442 in the first step), Sociability (β=-.336**) with Organization (β=.-239**) (integrated in the second step), Sociability (β=-).185*), Organization (β=-.241**) and Acceptableness (β=-.197**) (integrated in the third step), the statistical power is good and the size of the effect is medium, the total variance of the model explained is 25.1% (see Table 3).

Discussion

The main objective of the study was to determine the predictive value of the personality traits according to the models 5FM and BOS models and their dimensions from the Gil-Monte model.

The prevalence carried out in the Mexican population by Unda, Sandoval, & Gil-Monte (2008) ten years ago presented lower results than those of the present study, the low or very low Enthusiasm about Work was raised from 3% to 46.1%; Psychic Exhaustion moved from 37.4% in high or critical to 47.8%; the same thing happened with Guilt, which rose from 9.70% to 31.3%, ; besides, high or critical BOS shifted from 35.5% to 53.1%.

These results can be explained by the approval of the 2013 Educational Reform in Mexico, which agreed on an evaluation that was qualified by teachers as labor, because not passing the evaluation could mean teachers losing their jobs, regardless of their permanent contract or teaching experience. This was accompanied by greater supervision of their work and stricter controls on their performance, extension of working hours, increase in administrative activities among others, (INEE, 2015; Unda, 2018) reports that the above contributed to an increase in work stress and to the greater presence of Burnout and various disorders (Palacios, Morales & Estrella, 2018; Rodríguez, Tovalín, Gil- Monte, Salvador &Acle, 2018).

As for the objective of the correlation made, all significant associations were negative with the exception of those that include Enthusiasm towards Work. The personality traits that obtained the highest values when correlated with the BOS and their dimensions were Expressive Sociability and Acceptableness, this is expected according to the theory, since individuals with extroverted characteristics or comparable with resistant personality have more possibilities to prevent the Syndrome.

Previous research has found an existing relationship between personality and BOS as the theory puts it, either by studying it through constructs such as resistant personality, effective personality, or simply through the theory of traits, making it pertinent that the results in a study such as the present include regressions such as those carried out (Espinoza-Díaz et al., 2015; Izquierdo, 2015; Pérez-Rubio et al., 2017; Ríos et al., 2011; Salgado &Leria, 2017).

In the general sample regression model, the traits indicated as predictive of Enthusiasm towards Work are Acceptableness (β=.209**) and Organization (β=.121*); the role of the first trait could be explained by the feeling of acceptance it represents, which fertilizes the teacher's perception that he brings positive things to his work. On the other hand, Organization encourages

behaviors that can be qualified as positive through work styles, which increases the Enthusiasm (Alvares&Obiols (2009).

In the case of Psychic Exhaustion the personality traits indicated as predictive were Expressive Sociability (β=-.460**) and Organization (β=-.191**), the specific case of Expressive Sociability allows us to add to the hypothesis that points to support networks as protective variables, something theoretically expected since Expressive Sociability supposes a representation of how the individual interacts with others, Psychic Exhaustion on the other hand, represents the emotional component of the Syndrome and represents an important part of its affectation. Alternatively, and with respect to the Organization, teachers with high scores could find in this situation a tool, which in this case would be used to face stressful situations.

For Indolence, the traits identified as predictive are Expressive Sociability (β=-.338**) and Organization (β=-.212**). Based on this, it can be thought that those teachers who present high scores in Expressive Sociability also have a nexus with the students' community, which could inhibit negative or indolent attitudes towards students. On the other hand, the Organization can be explained as a tool that could allow the teacher to make more systematic decisions when dealing with students; in this regard Alvares&Soler (2009) point out the process involved in making decisions in a professional context involves a cognitive process in which the skills to organize information play an important role. The same thing could happen but the other way around when the Organization makes it difficult for the teacher to make decisions. In this regard Cobarrubias& Piña (2004) point out the importance of being flexible in the teaching profession.

For Guilt the traits found as predictive were Expressive Sociability (β=-.338**) and Organization (β=-.220**). The theoretically expected correlation between Emotional Control and Guilt was not significant. Another result oriented hypothesis is that Guilt has a theoretical nexus with indolent behaviors, so it is a product derived from these, which could explain the presence of such traits in the regression model. Another argument related to the Organization has to do with the capacities that an organized teacher has, since this one would have more tools with which to determine if the sanctions or reprisals determined by him towards the students correspond to his moral criterion.

The BOS regression model points to Expressive Sociability (β=-.442**), Organization (β=-.239**) and Acceptableness (β=-.197**) as predictors. The three traits already mentioned and explained in the previous dimensions of the Syndrome can also be explained by means of the sample, and not only by themselves, these traits are characteristics valued in teaching, leadership as Expressive Sociability, a figure of authority that implies the Organization and a fundamental role in the community and its development that would be represented by Acceptance.

The results of this study differ from those of Pérez-Rubio et al. (2017) with findings in other professions; for example, professional players of electronic games found positive correlations between Cordiality and BOS, as well as between Organization and BOS. Another study that differs is that of Roth & Pinto (2015) who found the relationships Emotional Stability with psychic exhaustion and indolence in a sample of nurses. Also, research carried out on populations of physicians presented different results, pointing to neuroticism as a trait with a role in the development of BOS (Lindeman, et al. 2017; McManus, Keeling, Paice, 2004; Prins, et al.2019).

In contrast to the previous situation, working with a sample of basic education teachers like those in the present study, Espinoza-Díaz et al. (2015) found Consciousness and Extroversion as protectors, the latter more strongly than the former, as shown in Table 1. These results are similar to those of this research. In addition, they found Emotional Stability or Neocriticism, Kindness and Openness to Experience as protectors of the BOS. Other authors who agree with these last approaches are Salgado & Leria (2017) who found an association between BOS and Neuroticism in a sample of nurses, and as in the results of our study they detected Extroversion or Expressive Sociability and Organization as protectors of BOS.

The resistant personality in the definition of Rios (2011) is characterized by aspects of the individual that may in some way equate to the trait we call high Expressive Sociability, an

example of this is that individuals whose personality is qualified as resistant, believe that change is something characteristic of life which fits with the bold and expectant characterization of the Individual who scores as high in the personality trait Expressive Sociability. Another characteristic of resilient personality is commitment, which also coincides with the results of this study, since a committed person may very well be an organized person.

It is important to emphasize that the investigations with results similar to those of this study have similar samples as well, which allows to suppose that the relation between BOS and personality traits varies according to other variables such as the task performed, adding to the multicausal explanation of the BOS.

In summary, it can be said that personality traits have a mediating role in the appearance of the BOS, specifically individuals with low Expressive Sociability, low Organization and low Acceptableness are more likely to present BOS.

Notwithstanding, personality cannot be assumed to be the determining factor in a phenomenon of multiple determinations. The results can only support the multicausal explanation of the syndrome.

A first limitation of this study was not to include psychosocial risk factors of labor origin in order to analyze the mediating role of personality traits in the development of the syndrome. It is suggested that for later studies there should be included variables such as poor interpersonal relationships, lack of social support and role ambiguity.

A second important limitation was the low scores of the Cronbach Alpha reliability test on some dimensions of the 5FM personality scale. The decision to use it was that authors Uribe, (2002); Uribe and Arias, (2005); and Uribe, Contreras, Sánchez, and García, (2008) reported adequate Alphas in different populations of Mexican workers. These studies highlight the need to use instruments to evaluate the personality of each culture; therefore, for future research it will be necessary to adapt the proposed model to the population studied or to design a new proposal for teachers.

A third limitation of the study was the type of sampling, which was not random; therefore it prevents generalizing the results to Mexican basic education teachers.

The findings of the study in relation to prevalence suggest a vein to continue deepening in relation to the impacts on health brought about by the legislative changes in education promoted in in Mexico in 2013; in the case of the relationship between personality traits and the BOS, it is recommended to deepen the differences in how this relationship is presented according to sex and according to the task or activity to be carried out.

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