

Mindfulness: A comprehensive approach to well-being and burnout prevention in university facilitators

Mindfulness: Un enfoque integral para el bienestar y la prevención del burnout en facilitadores universitarios

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SUMMARY

Introduction: The protection of mental health in the work environment constitutes a global priority, particularly in the face of stress. This factor has a direct impact on the well-being of workers. In this context, mindfulness is presented as a tool for self-discovery and human development, facilitating the mind's full concentration and attention. This practice is an introspective process that favors total awareness of the present moment. In the academic sector, teachers face high stress levels due to work overload, which impacts their motivation and health. The incorporation of third-generation therapies constitutes an effective resource for managing stress,

improving concentration, and promoting a favorable educational environment. **Objective:** This study investigates the impact of mindfulness as a strategy to mitigate burnout syndrome among faculty members in the Faculty of Health Sciences at a private university in Montería, Córdoba, Colombia. **Method:** The inquiry is descriptive under the positivist paradigm, employing a quantitative approach and utilizing a non-experimental, transactional, and field design. Through the application of the Mind/Sin Burnout instrument by Vertel & Ferreira (2024). **Results:** It was identified that mindfulness teachers have significantly lower job stress levels than those who do not. **Conclusion:** These findings suggest that integrating mindfulness techniques into the academic environment can be an effective strategy for enhancing teacher well-being and mitigating the effects of burnout in the university setting.

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RESUMEN

Introducción: *La protección de la salud mental en el entorno laboral constituye una prioridad global, particularmente frente al estrés, un factor que incide directamente en el bienestar de los trabajadores. En este contexto, el mindfulness se presenta como una herramienta para el autodescubrimiento y el desarrollo humano, facilitando una concentración plena de la mente. Esta práctica se constituye en un proceso introspectivo que favorece la conciencia total del momento presente. En el sector académico, los docentes enfrentan elevados niveles de estrés debido a una sobrecarga laboral que impacta tanto su motivación como su salud. La incorporación de terapias de tercera generación constituye un recurso efectivo para gestionar el estrés, mejorar la concentración y promover un ambiente educativo favorable.*

Objetivo: *El presente estudio analiza la influencia del mindfulness como estrategia para mitigar el síndrome de burnout en los facilitadores de la Facultad de Ciencias de la Salud en una universidad privada del municipio de Montería, Córdoba - Colombia.*

Método: *La indagación es descriptiva bajo el paradigma positivista y un enfoque cuantitativo, utilizando un diseño no experimental, transeccional y de campo. A través de la aplicación del instrumento Mind/Sin Burnout por Vertel & Ferreira (2024).*

Resultados: *Se identificó que los docentes que practican mindfulness presentan niveles significativamente más bajos de estrés laboral en comparación con aquellos que no lo hacen.*

Conclusión: *Estos hallazgos sugieren que la integración de técnicas de mindfulness en el entorno académico puede ser una herramienta eficaz para mejorar el bienestar docente y reducir el impacto del burnout en el ámbito universitario.*

Palabras clave: *Mindfulness, bienestar, Burnout, facilitadores.*

INTRODUCTION

Burnout syndrome, characterized by physical and emotional exhaustion, depersonalization, and low personal fulfillment, is a growing problem in the university educational context. This phenomenon can lead to a decrease in motivation, changes in mood, and a deterioration in professional performance in teachers, which directly affects the quality of the teaching-learning process. In an academic world that constantly demands productivity and efficiency, university facilitators, particularly those in the Faculty of

Health Sciences, face a significant workload that compromises their physical and emotional well-being.

The Pan American Health Organization (PAHO) (1) warns about the urgency of protecting mental health in the work environment, stressing that more than 60 % of the world's population works under conditions that can generate psychological risks. Among these risks, occupational stress stands out as a global problem, which the World Health Organization (WHO) (2) defines as a natural response of the organism to challenging situations. However, when this stress becomes chronic, it can lead to burnout, affecting not only the individual well-being of teachers but also their relationship with students and their teaching effectiveness.

Given the growing concern about mental health in the workplace, mindfulness has emerged as an effective strategy to mitigate the effects of burnout. This concept, framed within third-generation therapies, has been defined by Kabat-Zinn (3) as the mind's ability to be fully present in the present moment without judgment or distraction. Its practice enables teachers to develop greater awareness of their emotions, improve stress regulation, and foster resilience in the face of work challenges. In the organizational context, mindfulness is employed to promote emotional regulation, reduce stress, and encourage the development of resilience. However, despite its growing popularity and evidence supporting its efficacy in other contexts, Guadalupe et al. (4) note that its specific application to mitigate burnout in university teachers, particularly in health sciences faculties, requires further research. Although valuable, many previous studies have focused on different populations or have not thoroughly explored the underlying mechanisms.

In Colombia, concerns about psychosocial risks at work have been addressed through regulations, such as Resolution 2764 of 2022 (5), which highlights that between 20 % and 33 % of workers report high levels of occupational stress. In the educational field, Osorio et al. (6) have identified that 86 % of full-time higher education teachers have moderate levels of burnout, while 14 % experience severe burnout. These findings underscore the importance of implementing

strategies that reduce stress levels and promote teacher well-being.

Teachers at the Faculty of Health Sciences face additional pressure due to the nature of their work. The training of future health professionals involves a high academic and emotional workload, which can exacerbate burnout symptoms. The combination of long working hours, the need to attend to large groups of students, the pressure to meet administrative deadlines, and the lack of institutional support significantly contribute to professional burnout. Additionally, external factors such as the challenge of balancing work and personal life, as well as the country's economic situation, impact teachers' mental health and, consequently, their job performance.

Burnout affects individuals and organizations. A high incidence of burnout among teachers can lead to increased staff turnover, a decline in educational quality, and lower job satisfaction. In this sense, mindfulness is presented as a viable strategy for improving the teaching experience. However, previous studies have shown that mindfulness practice can reduce stress, improve concentration, and enhance emotional regulation, allowing teachers to manage the demands of their work more effectively.

For burnout, coping strategies were considered according to the definition of Paquette and Rieg (7), who note that these depend on the interaction between risk factors, such as chronic stress and adverse working conditions, and protective factors, including social support and resilience. In this sense, their effectiveness varies depending on the context, previous experiences, and the specific stress situation at hand.

Likewise, social support was considered, which, according to Aranda Rubio and Aranda Rubio (8), is defined as a network of interpersonal relationships and resources that can mitigate the impact of work stress. Similarly, self-efficacy was defined by Cantero-Téllez et al. (9) as the conviction in one's own ability to face challenges and achieve objectives. In addition, according to Hernandez (10), job satisfaction was analyzed, which is the result of both a cognitive and affective assessment of the work environment. Finally, the lack of personal fulfillment was addressed, an aspect that, according to Pujol-de Castro et

al. (11), is characterized by a negative evaluation of the worker regarding themselves and their work environment, which generates emotional distancing, isolation, low self-esteem, frustration, and a decrease in productivity and professional performance.

Regarding psychosocial risk factors, Sequeiro et al. (12) highlight that risks associated with work organization and management have a negative impact on workers' mental health, particularly when conditions such as workload, role ambiguity, lack of autonomy, and insufficient social support are present. Within these factors, chronic fatigue was included, which, according to Silva (13), manifests persistent exhaustion that decreases energy, affects mental clarity, and reduces the ability to meet work and personal demands, impacting both performance and physical and emotional well-being. In addition, emotional exhaustion was considered, described by Pérez (14) as a key dimension of burnout syndrome that arises from prolonged exposure to work stress, reducing the emotional resources of the worker and affecting their performance, motivation, and perception of self-efficacy.

On the other hand, various dimensions related to emotional awareness were chosen for the area of mindfulness. According to Andrade (15), this is a fundamental skill of emotional intelligence that enables the recognition and understanding of both one's own emotions and those of others, as well as the emotional climate in various contexts, thereby facilitating the development of competencies such as emotional management, empathy, and self-regulation. Within this framework, emotional regulation was included, which, according to Gross (16), involves the process of monitoring, evaluating, and adjusting emotions strategically to achieve goals and adapt to environmental demands. Likewise, self-regulation was addressed, which, according to Zheng et al. (17), is an essential factor for personal development, as it contributes to improving work performance, emotional well-being, and adaptation to organizational environments, which are key to facing challenges in today's world. Finally, self-control was analyzed, a concept highlighted by Smith (18) as influencing the brain's response to stress, promoting resilience and adaptation through changes in key

neurobiological structures, which in turn facilitate better emotional regulation and reduced reactivity to adverse situations.

Regarding body awareness, Carpentier et al. (19) define it as the ability to integrate sensory signals to generate a coherent representation of the body, thereby regulating posture, movement, and spatial orientation, with a significant impact on both physical and emotional well-being. Within this domain, bodily sensations were included, an aspect in which Holzel et al. (20) argue that they are fundamental to the understanding of emotions, as they physically reflect the body's responses to emotional stimuli. Likewise, self-awareness was considered, which, according to Polsinelli (21), is composed of self-regulation of attention and orientation to the present, key elements within mindfulness that influence emotional regulation and psychological well-being. Finally, body image, defined by Cash and Pruzinsky (22) as a multidimensional construct influenced by self-esteem, self-awareness, and cultural expectations, which is shaped over time by experiences and social pressures, was considered.

The studies reviewed highlight the growing concern about burnout syndrome among teachers and other professionals exposed to high levels of job stress, with a special emphasis on mindfulness-based interventions. Agyapong et al. (23) conducted a systematic review that identified 16 effective interventions for reducing stress and burnout in teachers, highlighting those based on mindfulness, alone or in combination with yoga and cognitive-behavioral therapy (CBT), which showed significant improvements in emotional exhaustion and Teacher Stress Inventory scores. Guidetti et al. (24) investigated the impact of trait mindfulness on occupational well-being, finding that greater mindfulness is associated with a lower perceived workload stress and a greater sense of work purpose, thereby moderating the relationship between stress and burnout. On the other hand, Wang et al. (25) delved into the mechanisms underlying this relationship, finding that emotional intelligence and coping style act as mediators between mindfulness and burnout in preschool teachers, with positive effects when adaptive coping strategies are employed.

In the Colombian context, Florez et al. (26) identified high levels of emotional exhaustion and depersonalization in Corozal teachers, evidencing

the need for preventive strategies. Correa et al. (27) found a low overall frequency of burnout syndrome in university teachers in Popayan, but a high incidence of physical and social consequences associated with factors such as work overload and interaction time with students. Similarly, Doria (28) explored coping strategies among teachers in Monteria, highlighting the lack of institutional programs for stress management. Milanés-Zuñiga et al. (29) evaluated the impact of the pandemic on teachers of the San José de Jaraquiel Educational Institution, finding that most of them presented moderate to mild levels of burnout, with 11.1 % at a severe level, which highlights the vulnerability of the educational sector in crisis contexts. Meanwhile, Alarcon-Cardenas (30) developed SENSEI, an application designed to enhance teachers' emotional regulation and time management, highlighting the potential of digital tools in reducing stress. Finally, Barrera Rebollo and Solano Cogollo (31) addressed burnout among health personnel in Monteria, demonstrating a significant impact of chronic stress on both physical and mental health and highlighting the need for preventive and self-care programs. Together, these studies highlight the importance of mindfulness and other psychological strategies as key tools for mitigating burnout and promoting occupational well-being among teachers and professionals who are exposed to high emotional demands. However, there is a gap in specific research on the effectiveness of mindfulness as a strategy to mitigate burnout in health sciences faculty facilitators. This group faces unique emotional and academic demands. The primary objective of this study is to examine mindfulness's impact as a strategy for mitigating burnout syndrome among health sciences faculty facilitators at a university.

In addition to mindfulness, other approaches to addressing burnout include Cognitive Behavioral Therapy (CBT), Rational Emotive Behavioral Therapy (REBT), and stress management and resilience programs. Although effective, these approaches often focus on modifying patterns of thinking or behavior, whereas mindfulness focuses on developing awareness and acceptance of the present moment. There are also approaches, such as institutional stress management and improving working conditions. Still, mindfulness is posited as a

self-management tool that can complement these measures based on introspection and self-regulation.

MATERIALS AND METHODS

The study employed a non-experimental, transactional, and field design with a descriptive framework. A quantitative approach with a positivist paradigm was used, allowing for the objective measurement of the variables under study. It was carried out in 2024. The participants comprised 43 Faculty of Health Sciences teachers, including full-time and part-time professors. Inclusion criteria were established to ensure the relevance of the sample, specifically that participants were active teachers in the faculty and affiliated with one of the modalities. Teachers in administrative positions without direct academic functions were not considered.

To measure Mindfulness as a strategy to mitigate burnout syndrome in health sciences faculty facilitators at the University, the Mind/SínBurnout questionnaire by Vertel and Ferreira (2024) was used, which allows measuring the dimensions of burnout syndrome, coping strategies, social support, self-efficacy, job satisfaction, psychosocial risk factors, chronic fatigue, emotional exhaustion, personal fulfillment, mindfulness, emotional awareness, emotional regulation, self-regulation, self-control, body awareness, body sensations, self-awareness, and body image. This instrument has been validated with a pilot test and is considered

adequate for the population under study. Validity was assessed by the judgment of three experts using the double-masked pair system. For reliability, Cronbach's Alpha coefficient was used, yielding an Rk of 0.90, indicating that it is highly reliable for its application.

A questionnaire was designed to measure mindfulness variables to mitigate burnout syndrome among faculty members of the University's health sciences faculty. It was structured in three parts: identification of the researchers, instructions for its completion and presentation of items. This questionnaire consists of thirty-six items, using a Likert-type scale with response alternatives: strongly agree, agree, undecided, disagree, and strongly disagree, with corresponding numerical values of 5, 4, 3, 2, and 1, respectively. Initially, a pilot test was conducted with a small group of teachers to evaluate the clarity and applicability of the questionnaire. Subsequently, the instruments were applied in person at the university, ensuring the voluntary participation of the teachers and guaranteeing the confidentiality of their responses. The estimated time to complete the survey was approximately 20 minutes. Once the data were collected, the information was processed, involving digitalization, and tabulation, for which descriptive statistics were used in terms of percentile distribution of frequencies, through the SPSS-Trial Version; then, they were analyzed, allowing the identification of trends in the levels of burnout and the possible relationship with the practice of mindfulness among participants.

RESULTS

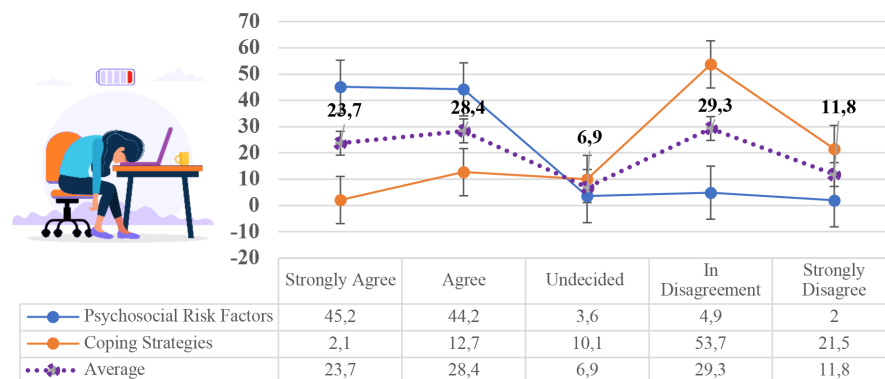


Figure 1. Frequency Percentiles for the Area of Study: Mindfulness. Source: Compiled by the authors.

The findings related to burnout syndrome present a complex picture that generally aligns with Maslach et al. (32) conceptualization. These authors define burnout as a prolonged response to chronic job stress characterized by emotional exhaustion, cynicism (or depersonalization), and low personal accomplishment or fulfillment. The study's results indicate that a substantial proportion of the surveyed teachers report high levels of agreement with statements suggesting the presence of psychosocial risk factors and emotional exhaustion, two key components of burnout.

The percentages examined concerning the area of study burnout syndrome indicate that, on average, 45.2 % strongly agree that constant exhaustion reduces the ability to meet the demands of the environment, both at work and personally. However, 44.2 % agree that the sleep cycle affects mental clarity and decision-making, resulting in both physical and mental fatigue that persists throughout the workday. Likewise, 4.9 % disagreed that emotional exhaustion significantly affects expectations and results in terms of personal fulfillment in the work environment (Figure 1). These data suggest a high prevalence of burnout, consistent with descriptions by Maslach et al. (32) and Pérez (14), who emphasize physical and emotional fatigue and diminished emotional resources as central characteristics of burnout. Sequeiro et al. (12) also note that work overload is one of the primary

psychosocial risk factors, as evident in the study's results. Similarly, 3.6 % expressed indecision about whether remaining focused on the same task for a prolonged period can lead to the development of chronic fatigue, resulting in depersonalization and work demotivation. Finally, 2.0 % indicated that they strongly disagreed that self-demand and the burden of responsibilities increase the risk of emotional exhaustion and impact their interest in performing tasks at work.

The percentages analyzed with respect to the area of study burnout syndrome indicate that, on average, 53.7 % of respondents disagreed that workload harms productivity and the ability to adapt, causing a decrease in employee work performance motivation. In this sense, 21.5 % strongly disagreed that the achievements obtained within the work environment influence the perception of feeling satisfied in the job. However, 12.7 % agree that self-efficacy significantly helps to develop the ability to organize the execution of specific tasks to achieve goals or objectives in the work environment. Furthermore, 10.1 % were undecided whether excessive workload in the execution of specific functions within the work environment causes a decrease in motivation and sense of belonging to the environment. In addition, 2.1 % stated that they strongly agreed that developing self-efficacy in the workplace significantly influences resilience in the face of difficulties or obstacles.

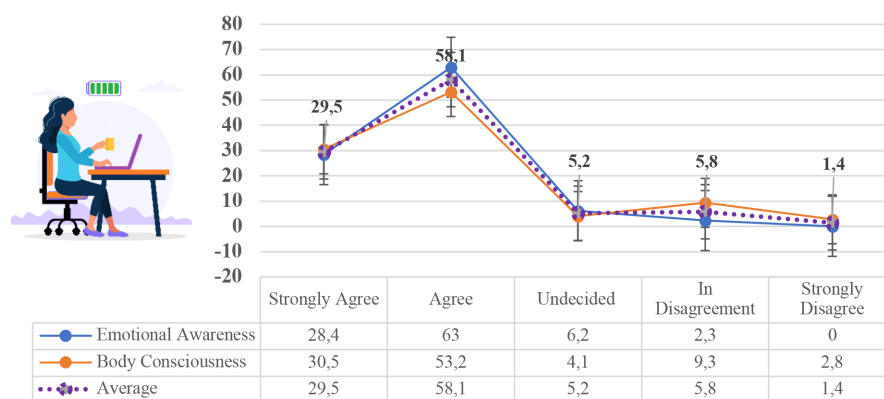


Figure 2. Frequency Percentiles for the Area of Study: Mindfulness. Source: Compiled by the authors.

The results regarding mindfulness are generally very positive and align with the conceptualization of Benavides et al. (33), who describe mindfulness as improving experiential processing. In the data analyzed for the mindfulness area of study (Figure 2), it became evident that, in the context of emotional awareness, the average results showed that 63.0 % of respondents agreed that emotional regulation helps develop the ability to identify and manage emotions in both personal and professional situations. Therefore, 28.4 % strongly agreed that self-regulation positively influences adaptation to the environment and effective responses, thereby improving the work environment. This is consistent with the mindfulness literature, which emphasizes the importance of emotional awareness (15), emotional regulation (16), self-regulation (17), and self-control (18) in managing stress and promoting well-being. Additionally, 6.2 % were undecided about whether emotion regulation leads to greater self-control in the face of impulsive responses in stressful situations. Similarly, 2.3 % disagreed that controlling impulses significantly influences the development of the ability to self-direct in the challenges that arise. Finally, in the alternative of strongly disagreeing, participation was nil.

In the percentile analyzed in body awareness (Figure 2), on average, 53.2 % of participants agreed that focusing on body perception to identify and recognize physical signals establishes an interoceptive connection, which helps them understand their body's needs. On the other hand, 30.5 % showed strong agreement that mindfulness enables greater self-awareness, which in turn influences understanding of interoceptive experiences within the environment. Similarly, 9.3 % disagreed that the social environment significantly impacts acceptance and satisfaction with the perception of physical appearance. Thus, 4.1 % were undecided as to whether self-esteem directly influences how body image is perceived, creating insecurity about it. In addition, 2.8 % expressed strong disagreement that the constant natural changes of the body influence the distortion of body image, affecting general well-being and personal identity.

Similarly, the high percentages of agreement with statements about bodily sensations, self-awareness, and body image indicate that teachers

are open to exploring their inner experiences and developing a greater connection with their bodies. This is central to the practice of mindfulness, which is based on mindful attention to physical sensations, Holzel et al. (20), self-awareness, Polsinelli (21), and general body awareness, Carpentier et al. (19). Mindfulness trains the ability to perceive and process these signals, which, according to the results, is a skill that teachers value or are willing to develop.

DISCUSSION

Once the data from the research actions have been collected, a theoretical analysis was carried out using a SWOT matrix, comparing the results with the conceptual contributions. The responses are classified into five categories (strongly agree, agree, undecided, disagree, and strongly disagree) to define the researchers' position and identify areas for improvement, which enables the generation of specific recommendations for the study of Burnout Syndrome and Mindfulness.

SWOT Area of Study: Burnout Syndrome

Strengths: High self-efficacy in planning and executing pedagogical strategies; Work achievements that favor psychological and emotional well-being; Teaching experience that reinforces confidence in classroom management.

Opportunities: Health programs to optimize sleep cycle and relaxation techniques; Interventions to prevent emotional exhaustion in periods of high demand; Initiatives that promote resilience in the teaching workplace.

Weaknesses: High susceptibility to stress due to excessive workload (simultaneous administration, research, and teaching); Indecisiveness in professional motivation in contexts of academic overload or institutional changes.

Threats: Social feedback is perceived as insufficient to improve professional satisfaction, and labor allowances are perceived as low.

High self-efficacy and teachers' accumulated experience are notable strengths that enable the development of the capacity to adapt to workplace

challenges. Similarly, the achievements obtained in the work environment not only strengthen intrinsic motivation but also reinforce mental and emotional well-being, which is a fundamental support for resisting the emotional exhaustion or burnout characteristic of burnout.

However, weaknesses, such as high susceptibility to stress due to the simultaneous demands of teaching, research, and administrative tasks, highlight the urgent need for effective time management strategies and the redistribution of responsibilities according to individual workloads. Additionally, the lack of clarity in professional motivation in situations of work overload and institutional changes points to the importance of establishing clear goals or objectives and support systems that reinforce the sense of purpose in their teaching work.

The opportunities identified offer a viable route to prevent and mitigate emotional exhaustion. For example, health programs focused on sleep habits and relaxation practices help teachers face periods of high demand with greater mental clarity and physical well-being. Interventions specially planned for times of increased pressure (such as semester closings) can alleviate the emotional impact of these critical stages. Meanwhile, promoting initiatives that strengthen resilience in the teaching environment fosters a culture of mutual support and adaptability, primarily for coping with the changing demands of the education sector.

On the other hand, threats constitute a considerable challenge. The perception of insufficient or ineffective social feedback from students, colleagues, and managers promulgates the need to establish effective channels of communication and recognition. These mechanisms would improve professional satisfaction and reinforce teachers' emotional commitment to their work. On the other hand, the feeling of having no influence in work assignments and the consequent frustration emphasize the importance of linking assigned tasks with tangible results that highlight the value of the work performed. Maslach et al. (32) theory defines three key dimensions: burnout, cynicism, and lack of job satisfaction, which agree with the data obtained. First, there is a correspondence between emotional exhaustion and its impact on

the ability to cope with work assignments and personal demands, which supports the theoretical framework of burnout as a central factor in burnout syndrome. That said, the effects of listlessness on the sleep cycle are reflected in the relationship between fatigue and mental clarity problems, which is highlighted theoretically in Maslach et al. postulates, which underlines the influence of chronic stress on workers' physical and emotional health. However, there are certain discrepancies regarding emotional exhaustion and expectations of personal fulfillment, suggesting that exhaustion does not significantly affect work expectations. This indicates that work context or individual factors may moderate the effects produced by saturation in work assignments.

Regarding coping strategies, the data reflect a partial tendency to support what Maslach et al. postulate, particularly in terms of the impact of workload on motivation. In the case of facilitators, this direct relationship is not perceived, suggesting the negative impact of overload on individual and/or collective well-being. Other factors, such as the type of tasks, the organizational context, or the individual perception of work, regulate the effect of motivation at work. On the other hand, self-efficacy is important in enhancing the ability to achieve individual goals in the work context, supporting the idea that developing coping strategies mitigates the adverse effects of burnout. This is consistent with the notion that possessing personal competencies in emotional regulation and intelligence is fundamental for managing the syndrome.

To summarize, the combination of these variables indicates that educational institutions must adopt a clear perspective to address teacher burnout. This includes implementing mental health programs, designing policies that favor the redistribution of work assignments, fostering a culture of feedback, and promoting individual and group capacity building. Only in this way will it be possible to reduce the risk of burnout and increase motivation and commitment in the university teaching sector.

SWOT Area of Study: Mindfulness

Strengths: Emotions regulated, life in balance; Mindfulness in every interaction.

Opportunities: Mindfulness: a boost to teaching self-control; Workshops that harmonize body and mind.

Weaknesses: Vulnerable emotional responses to adversity; Accumulated stress affects teaching.

Threats: Lack of self-knowledge limits communication; Stereotypes and pressures undermine teacher motivation.

It can be observed that work and personal assignments tend to generate high levels of stress, and emotional regulation emerges as a crucial strength in managing such situations. Teachers who apply mindfulness practices not only manage situations under pressure more effectively but also strengthen their interpersonal relationships, which positively impacts the work environment. Similarly, body acceptance reveals an integrative approach that not only addresses the mind but also the body and emotions that help teachers in their daily lives. The opportunities outlined in this matrix highlight the implementation of mindfulness programs explicitly designed for university teachers. These initiatives can become transformative spaces that foster a culture of self-care and resilience in the academic environment. Likewise, the existence of resources such as the “Flow Center” represents an advantage that can be used to consolidate the practice of mindfulness as a regular habit.

However, critical areas need to be addressed as weaknesses, such as some teachers having difficulty regulating their emotions in the face of classroom conflicts or institutional pressures, focusing on the need for personalized perspectives that adapt to their realities. Not all teachers possess the same ability to manage stress, which can directly affect the quality of their teaching. On the other hand, on the threat side, we have a low awareness of the impact of self-awareness and denial of the influence of stereotypes and institutional pressures, which could present significant challenges. These perceptions can perpetuate demotivation and emotional exhaustion, affecting both professional performance and job satisfaction.

The theory of mindfulness, proposed by Benavides et al. (33), aligns with and is consistent

with the data obtained on the effects of emotional regulation and body awareness. The conceptual outline argues that mindfulness promotes the development of greater stability and the reduction of negative emotions. This is supported by the evidence provided by respondents who agree on the potential of recognizing and managing emotions in personal and work environments. Similarly, it highlights that the constant practice of mindfulness contributes to well-being and satisfaction in work environments. Likewise, there is a disparity when presenting indecision or disagreement with the influence of emotional regulation on self-control in stressful situations. Consequently, it suggests that they are either unaware of the positive effects on physical and mental health or have not practiced being fully present.

Regarding body awareness, the data provides evidence that focusing on physical aspects facilitates interoceptive connection and helps individuals understand their bodily needs, thereby promoting their overall well-being. Mindfulness enhances self-awareness, reinforcing the idea that it benefits the understanding of sensory-perceptual experiences, thereby positively impacting interactions with both work and personal environments. However, discrepancies are observed in the influence of the social environment on the acceptance of physical appearance, indicating that mindfulness has a greater impact on the internal relationship with the body than external factors.

Finally, for mindfulness to be truly effective, it must be incorporated as a daily component in teachers’ working lives rather than as a one-time solution to be measured. This requires the commitment and participation of both teachers and educational institutions, which must provide the resources, time, and support necessary to consolidate this change. This is the only way to achieve a sustainable impact, improving not only the emotional well-being of teachers but also the quality of the education they provide.

Improvement actions

Work assignment distribution: Equal load, organized work (prioritizes essentials, alleviates overload).

Strengthening social feedback: Constant feedback, joint growth (Collaborate and recognize to move forward).

Professional and change motivation: Resilience in action, motivated teachers (Incentives that drives transformation).

Emotional regulation and conflict management: Emotions in balance, conflicts in calm (Emotional Training for Harmonious Environments)

Self-knowledge and improvement of the work environment: Know yourself and grow: Key to a Good Work Environment: Self-Assessment and Assertiveness for Change.

Impact of stress and teaching quality: Controlled stress, quality teaching (early prevention, teacher wellbeing).

Institutional challenges and perception of performance: Fair evaluation, real performance (equitable allocations, respected potential).

CONCLUSIONS

This study, although exploratory, reveals a considerable presence of psychosocial risk factors and emotional exhaustion among university teachers in a faculty of health sciences, along with a high disposition towards emotional and body awareness, key components of mindfulness. Although the findings reveal divergence in the experience of burnout, suggesting the influence of individual and contextual factors, they preliminarily support the hypothesis that mindfulness may be a promising strategy for mitigating burnout syndrome in this context.

The significance of these results lies in the potential for implementing mindfulness-based interventions to enhance teacher well-being and, consequently, the quality of education. However, limitations are acknowledged, including the sample's size and specificity, the study's cross-sectional design, and the exclusive reliance on self-reports. Future research with more robust designs is needed to confirm these findings and explore the underlying mechanisms.

The study confirms the presence of psychosocial risk factors and emotional exhaustion, underlining the relevance of burnout as an occupational health

problem. However, variability in the experience of burnout is also observed, suggesting that protective factors and individual coping strategies may moderate the impact of occupational stress. At the same time, a high disposition of teachers towards emotional and body awareness was found, suggesting that they may be open to mindfulness-based interventions.

The significance of these results lies in the potential of mindfulness as a therapeutic tool to enhance the well-being of teachers. Managing stress, regulating emotions, and maintaining a conscious connection with the body become crucial. This study suggests that mindfulness may offer precisely the skills needed to address burnout and improve the quality of teaching.

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