Objective: to identify the factors associated with Burnout Syndrome among Nursing undergraduates, correlating to sociodemographic factors. Method: an exploratory descriptive study of a quantitative approach regarding the stress factors of the Burnout Syndrome, comprising 41 students, applied a semi-structured questionnaire composed of sociodemographic data and questions involving the identification of stressors related to the onset of such syndrome based on MBI adapted by MBI - SS. Results: according to sociodemographic variables, there is only correlation between Burnout with age and with marital status. The identification of Burnout Syndrome among students was of 4.9%, it is important that 73.2% are in the process of developing it. Conclusion: it is essential to identify the Burnout aiming at a holistic and humanitarian service to society, emphasizing the quality of life of the future professional. Descriptors: Nursing Education; Professional Exhaustion; Nursing Students.

RESUMO
Objetivo: identificar fatores associados à Síndrome de Burnout entre graduandos em Enfermagem, correlacionando a fatores sociodemográficos. Método: estudo descritivo exploratório com abordagem quantitativa a respeito dos fatores estressores pautados na Síndrome de Burnout perfazendo 41 discentes, aplicado um questionário semi-estruturado composto por dados sociodemográficos e questões envolvendo a identificação de fatores estressores relacionados ao surgimento de tal Síndrome baseado no MBI forma adaptada por MBI - SS. Resultados: segundo as variáveis sociodemográficas, somente há correlação entre Burnout com idade e com situação conjugal. A identificação da Síndrome de Burnout entre os estudantes foi de 4.9%, ressalta-se que 73,2% estão em processo de desenvolvimento da mesma. Conclusão: é imprescindível a identificação do Burnout visando um atendimento holístico e humanitário à sociedade, enfatizando a qualidade de vida do futuro profissional. Descriptors: Educação em Enfermagem; Esgotamento Profissional; Estudantes de Enfermagem.

RESUMEN
Objetivo: identificar los factores asociados con el síndrome de burnout entre los estudiantes de enfermería en la correlación con factores sociodemográficos. Método: un estudio exploratorio descriptivo con un enfoque cuantitativo con respecto a los factores de estrés guiados por el Síndrome de Estrés por un total de 41 estudiantes aplicó un cuestionario semi-estructurado con los datos sociodemográficos y las cuestiones relacionadas con la identificación de los factores de estrés relacionados con la aparición de un síndrome de Burnout basado en la forma MBI adaptado por MBI-SS. Resultados: de acuerdo a las variables sociodemográficas, solamente una correlación entre el desgaste con la edad y el estado civil. La identificación del síndrome de burnout entre los estudiantes fue del 4.9%, es de destacar que el 73,2% se encuentra en el mismo proceso de desarrollo. Conclusión: es esencial para identificar la quemadura con el objetivo de un servicio integral y humanitario a la sociedad, con énfasis en la calidad de vida de los futuros profesionales. Descriptors: Educación en Enfermería; El Agotamiento Profesional; Estudiantes de Enfermería.
INTRODUCTION

Burnout Syndrome was first described in 1974 in the United States by Herbert Freudenberger, based on studies on loss of motivation and commitment, accompanied by psychic and physical symptoms such as energy loss and the presence of fatigued manifested by volunteers from an institution for treatment of drug addicts.1-2

Nevertheless, almost at the same time, Christina Maslach also used the term Burnout as a result of a research on the influence of the emotional load of work on the behavior of health professionals, social workers and lawyers.3-4

Burnout, an English expression that means "to burn" or "to be consumed by fire", was used for easy metaphorical similarity to the state of emotional exhaustion, "being consumed", a phenomenon experienced more frequently and intensely by some professional categories.2-5

Burnout Syndrome is manifested in four symptomatological classes: Physical, when the worker presents constant fatigue, sleep disturbance, lack of appetite and muscular pain; Psychic, observed by lack of attention, memory changes, anxiety and frustration; Behavioral, identified when the individual is negligent at work, with occasional or instant irritability, inability to concentrate, increased conflicts with colleagues, long rest breaks, irregular working hours; and Defensive, when the worker tends to be isolated, feeling impotent, impoverished work quality and cynical attitude.6-8

Burnout is the source of significant personal suffering manifested through psychosocial signs as diverse as excessive consumption of drugs, alcohol and other psychotropic substances, a fall in productivity, increased absenteeism, prolonged medical casualties, severe depressive episodes and severe psychosomatic disorders.9

Burnout, additionally, is a three-dimensional syndrome that mainly affects professionals who are in direct contact with people, and this occurs in response to non-adaptation or elimination of the stressor in the workplace with emotional exhaustion, depersonalization, and reduced personal fulfillment or professional feeling of incompetence of the individual.

In the population of academics, Burnout refers to the feeling of exhaustion due to the demands of the study and lack of theoretical-practical relation, occurring an attitude of disbelief and a sense of professional ineffectiveness, that is, that teaching does not useful learning for their professional training, together with the fact that they perform several functions to fulfill their academic workload.10-11

During the academic formation of the health area several stressors are present. Practical learning deals with one of the most explicit demonstrations of man's limit: sickness and death. It is also to live the very limit: it is the meeting of fragilities between the rational and the emotional. The daily life of these students is marked by feelings of doubt, disappointment, anxiety, fear, sadness, anger and anguish.

The student population observes and experiences debilitating situations, behaviors and inappropriate postures in the classroom and in the internship camps; Anxiety and anxieties related to academic work, the future of the profession (insecurity in the labor market and vocational training) and these facts can trigger the stress process, which can be reproduced and exacerbated during their insertion in the job market and result in Burnout.12

It should be noted that Burnout is not the same as occupational stress, it is the result of a prolonged process of attempts to deal with certain stress conditions.14 Burnout is not only a result of stress itself (which may be inevitable in care professions), but of unmediated stress, of non-moderate stress, with no possibility of solution. Thus, Burnout is not an event, but a process and, despite sharing two characteristics - emotional exhaustion and little personal fulfillment - Burnout and occupational stress differ by the depersonalization factor.15

It is considered Burnout an extreme clinical picture of occupational stress.16 The typical symptom of the syndrome is the feeling of physical and emotional exhaustion that is reflected in negative attitudes such as absences at work, aggression, isolation, abrupt mood changes, irritability anxiety, depression, pessimism, low self-esteem, headache, migraine, tiredness, sweating, palpitation, high blood pressure, muscle aches, insomnia, asthma attacks, gastrointestinal disorders are physical manifestations that may be associated with the Syndrome.17

Faced with the above information, last year's graduates live in moments of great turbulence due to daily supervised internships and the preparation of the Course Completion Work - TCC that requires dedication and time, allied to their daily tasks, and the uncertainty of an opportunity of employment.
It is believed that during the academic training the nursing graduate coexists with several stressors that can lead to the development of Burnout Syndrome, mainly because nursing is one of the professions more susceptible to this condition.

It is expected that the identification of the stressors related to Burnout Syndrome can prevent its occurrence by improving the quality of life of the academic, avoiding that in future develop the pathological picture and still allow identifying the setting up of this, to indicate a resource for the restoration of the physical and mental health of the academic.

**OBJECTIVE**

- To identify the presence of factors associated with Burnout Syndrome among undergraduates in Nursing, correlating to sociodemographic factors.

**METHOD**

It is a descriptive and exploratory study of a quantitative methodological approach regarding the stressors related to the appearance of Burnout Syndrome among the graduates of the Undergraduate Nursing course of a higher education institution in the city of Araçatuba.

We included students over 18 years old, enrolled in the last period of the nursing course, who accepted to participate in the study and were present at the time of data collection. The population was composed by the students enrolled in the last year of graduation (7th and 8th terms), making a total of 47 students, of which 41 participated in the study application, four did not fit in the study as a result of not having an internship, and two are the authors.

For that, a semi-structured questionnaire was elaborated, divided into two stages. The first one was composed of sociodemographic data in order to characterize the academics and the second part was composed of questions related to the identification of stressors related to the emergence of Burnout Syndrome based on the MBI form. This is a Likert-type self-assessment scale, in which the subject is asked to evaluate, in seven possibilities, how often he feels a set of feelings expressed in phrases.

The instrument consists of 15 questions that are subdivided into three subscales:

- Emotional Exhaustion (5 items)
- Unbelief (4 items)
- Professional Efficacy (6 items)

All items are evaluated by frequency, ranging from 0 to 6, being 0 (never), 1 (once a year or less), 2 (once a month or less), 3 (sometimes a month), 4 (once a week), 5 (sometimes a week) and 6 (every day) and after the analysis, performed with the help of a professional graduated in statistics and presented the results by means of tables and graphs.

It is emphasized that high averages in Exhaustion and Disbelief and low in Professional Efficacy are indicative of Burnout. Initially, the presentation of the work to the subjects and elucidation of the terms of free and informed consent were performed. After accepting their consent to participate in the study, they received an envelope with the questionnaire, which they took home with a deadline of seven days to respond, receiving a call on the sixth day, for the reminder of the deadline for Collection. The Informed Consent Form (TCLE) and the questionnaire to the students were delivered by the authors of the study, in the interval of the theoretical classes that take place on Wednesdays, and after a week, they returned to the classroom to collect the questionnaires completed.

A pilot test was conducted with three nursing students enrolled in the 5th term; that is, attending the 3rd year of graduation, in order to adapt it to the objectivity and clarity of the questions, favoring the understanding of the academic, with no modifications necessary.

It should be noted that data collection was only done after approval of the project by the Research Ethics Committee of the CAAE institution: 43250815.8.0000.5379, to which the researchers are affiliated, in compliance with the ethical precepts of Resolution N 466/12 of the National Health Council of 2012, about research involving human beings and subject to the consent of the subjects, who were informed about the purpose of the study, interview dynamics and guarantee of anonymity. They confirmed their participation in the research with the signing of the Informed Consent Term (APP) and received a copy of it.

It should be noted that the data were analyzed using statistical test: Pearson correlation analysis descriptive statistics for the calculation of the percentile, for that, we used the Software Statistical Package for Social Sciences (SPSS) version 2.1.

**RESULTS AND DISCUSSION**

Academic training can be evaluated as a stressor by students as a result of the activities that are extra mainly in the last semester of the course. The use of strategies...
in the development of academic activities can help in the adaptation to the situations experienced in the graduation and diminish the consequences of stress in the life and health of the students, but it is believed that if the stressor stays and there is chronic stress, Burnout Syndrome can occur.

The data analysis was based on sociodemographic information in order to characterize the sample and to correlate the variables to Burnout Syndrome. Of the 41 participants in the research; 95.1% of the interviewees belonged to the female gender, 51.2% were between 20 and 25 years old, 63.4% were single, 68.3% did not have children, 82.9% lived with the family, 53.7% performed leisure activities such as cinema, reading books, sleeping hours, use of social networks, it was noted that only one individual reported practicing physical activity, 95.1% were satisfied with the course, 56.1% never thought about giving up the course, although 43.9% already had the idea of giving up due to their children, physical and mental fatigue due to work activities, financial difficulties and professional devaluation, 51.2% do not work, probably due to supervised internships during the day, making employment difficult, 58.5% did not receive a scholarship, and 82.9% reported that their academic activities last year influenced their studies.

It was observed that 51.2% do not work, but it cannot be disregarded that 48.8% of the interviewees work, having as a characteristic the need for costing to develop the course.

A study conducted in the city of Rio de Janeiro in two universities, one public and one private, identified the predominance of girls between 18 and 22 years old, who were economically dependent on their parents, 92% of the students in the public institution do not engage in paid activity, while 62.5% of the students of the private institution engage in paid activity.

In another research developed in four higher education institutions, three of which were public and one private, one in the south and three in the southeast, identified in relation to satisfaction with the course, 89.9% referred to satisfied with the course. Student motivation is important, as it directly influences student interest and learning, as well as influencing the evaluation of stressors. Thus, student satisfaction may be related to: the satisfaction of being a higher level student, the feeling of belonging to a group of students, the possibility of perceiving their future as promising and the applicability of the contents developed in the course. However, 36.8% of the students thought about giving up the course, since it may also be related to the predominantly young age group, and doubts about the professional future.

Concerning the analysis of the correlations between the sociodemographic variables and the setting up of the Burnout Syndrome, a correlation was observed between variables, age and marital status, where it is believed that single girls have their attention focused on professional achievement, leaving behind family projects.

These results are in line with the literature, in which the study by Spindola, Martins and Francisco (2008) on the profile of nursing undergraduates identified that the majority of the students were young, aged between 20 and 25 years old and mostly composed of women, who have increasingly chosen to marry later and prioritize vocational training and their insertion into the labor market.

According to the proposal was considered endpoint for determination of Emotional Exhaustion and Disbelief scores higher and equal to the 66th percentile and to determine Professional Efficacy scores below the percentile up to 33.

After the division by level and association between the three dimensions, we created dichotomous groups; that is, a group composed of participants who presented scores compatible with Burnout and another with participants who did not present this compatibility.

The analysis of the three dimensions that make up Burnout Syndrome is presented below.
Table 1. Distribution of the measures of the score on the emotional exhaustion dimension in Burnout Syndrome among the graduates of Nursing Graduation UniSALESIANO. Araçatuba (SP), Brazil, 2015 (n=41).

<table>
<thead>
<tr>
<th>EE- Measures of Score</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>21,39</td>
</tr>
<tr>
<td>Median</td>
<td>22</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>4,780</td>
</tr>
<tr>
<td>Minimum</td>
<td>10</td>
</tr>
<tr>
<td>Maximum</td>
<td>29</td>
</tr>
<tr>
<td>Percentiles 25</td>
<td>17,50</td>
</tr>
<tr>
<td>50</td>
<td>22</td>
</tr>
<tr>
<td>66</td>
<td>23,72</td>
</tr>
<tr>
<td>75</td>
<td>24,50</td>
</tr>
</tbody>
</table>

Table 1 shows the endpoint kind of the Emotional Exhaustion dimension, where the score 24 was used as an endpoint for this dimension in this study, which is closer to the 66th percentile. Thus, 51.2% of the participants had a score up to 23, which means a low level of emotional exhaustion and, 48.8% presented a high level in this dimension, with scores varying from 24 to 29.

Table 2- Distribution of the measures of the score on the dimension disbelief in the Burnout Syndrome among the graduates of Nursing Graduation UniSALESIANO. Araçatuba (SP), Brazil, 2015 (n=41).

<table>
<thead>
<tr>
<th>D- Measures of Score</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>15,93</td>
</tr>
<tr>
<td>Median</td>
<td>17</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>3,738</td>
</tr>
<tr>
<td>Minimum</td>
<td>3</td>
</tr>
<tr>
<td>Maximum</td>
<td>21</td>
</tr>
<tr>
<td>Percentiles 25</td>
<td>14</td>
</tr>
<tr>
<td>50</td>
<td>17</td>
</tr>
<tr>
<td>66</td>
<td>18</td>
</tr>
<tr>
<td>75</td>
<td>18,50</td>
</tr>
</tbody>
</table>

In Table 2, referring to the dimension Disbelief, the cut grade used was the score 18, the closest to the 66th percentile. It was verified that 61% of the participants had a score ranging from 3 to 17; that is, they presented a low level of disbelief. The remaining 39% scored between 18 and 21 and presented a high level in this dimension.

Table 3. Distribution of the measures of score about the professional effectiveness dimension in Burnout Syndrome among the graduates of Nursing Graduation UniSALESIANO. Araçatuba (SP), Brazil, 2015 (n=41).

<table>
<thead>
<tr>
<th>EP- Measures of Score</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>23,83</td>
</tr>
<tr>
<td>Median</td>
<td>24</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>4,092</td>
</tr>
<tr>
<td>Minimum</td>
<td>14</td>
</tr>
<tr>
<td>Maximum</td>
<td>32</td>
</tr>
<tr>
<td>Percentiles 25</td>
<td>21</td>
</tr>
<tr>
<td>33</td>
<td>22</td>
</tr>
<tr>
<td>50</td>
<td>24</td>
</tr>
<tr>
<td>75</td>
<td>26</td>
</tr>
</tbody>
</table>

Table 3 refers to the Professional Effectiveness dimension. It is noticed that 26.8% of the participants had scores up to 22 in this dimension. This percentage is the one closest to the 33rd percentile used by the author in that dimension. Score 21 was used as an endpoint in this study. Thus, participants who scored a score of 14 to 21 presented a low level of Professional Effectiveness (26.8%) and those who scored a score between 22 and 32 presented a high level in this dimension (73.2%).

The table below demonstrates the analysis of Burnout Syndrome indicators among undergraduate nursing students.

Table 4. Distribution of the indicators referring to the identification of Burnout Syndrome among the graduates of Nursing Graduation of the UniSALESIANO.
current semester, the greater the number of subjects, the greater the feeling of abrasion resulting from teaching. The disbelief was associated negatively to the year of beginning of course, evidencing that the more recent the topics, the less the feeling of Disbelief. Being in more advanced semesters can represent a greater number of activities and requirements, noting that internships and practices are usually accomplished from the middle of the course. Attending many disciplines implies making more time available for the course, increasing the volume of work, reading and evaluations.11

Regarding the professional effectiveness dimension, it was noted that the students have a high index of professional satisfaction (73.2%), it is believed that even in the face of daily wear and tear, the expectation about the new professional internship can motivate them to the point of overcoming the difficulties encountered in everyday life.

A similar result was found in a study about the satisfaction with the academic experience of nursing undergraduates, carried out in a public university in the south of the country, where he observed that the greatest satisfaction with the course is related to the graduates due to the greater contact with disciplines of the nursing sciences, which contributes to the knowledge of what the nurse’s work is in the different health institutions, and may favor their perception of the importance and practical application of their studies.23

The research also shows that the diversity of experiences and experience throughout the course, allows students in the final series to confirm or even confront some of their initial idealizations related to the course, which helps overcome difficulties and frustrations, providing greater satisfaction with the course.23–6

It is considered that identifying the stressors can favor the establishment of strategies to face situations that cause exhaustion and thus avoid Burnout, so emotional assistance to the student is necessary during their training. By attenuating anxieties, conflicts and worries, it contributes to his growth as a person and to his maturity when facing situations of difficulties inherent to the individual.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The absence of change in three dimensions</td>
<td>9</td>
<td>21.9</td>
</tr>
<tr>
<td>Change in any of the dimensions</td>
<td>30</td>
<td>73.2</td>
</tr>
<tr>
<td>Change in three dimensions</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100</td>
</tr>
</tbody>
</table>

Aracatuba (SP), Brazil, 2015 (n=41).

Such changes can be described as follows: · 20 participants presented a high level of emotional exhaustion;
· 16 participants presented a high level of disbelief;
· 11 participants presented a low level of professional efficacy;

The identification of Burnout Syndrome among students was 4.9%. As can be observed in Table 4, denoted by the occurrence of change in the three dimensions that make up the Syndrome, it should be noted that 73.2% of the students presented changes in one or two dimensions, which may be causing the development of the Syndrome.

In a longitudinal study conducted with Swedish nursing students, Burnout was identified in 29.7% of the students when they attended the first year! In 36.9% of the students when they were in the second year and in 41% of the students when they were in the third and last year. Researchers have identified the increase in the prevalence of Burnout in students over the years and the consequences on their health and life.21

Emotional Exhaustion is the first dimension to emerge, usually presenting itself with a higher score in relation to the other dimensions. In a study involving the investigation of Burnout Syndrome among psychology students at the beginning and at the end of the course, it can be verified that Emotional Exhaustion, also presenting itself according to the model, is significantly higher in the group of students of end of course. This result may suggest a potential risk for the development of Burnout, and may, at that moment, be controlled by the high Professional Effectiveness index and credibility in teaching and learning obtained.

In a study involving the nursing team, it was identified that 28.4% of respondents scored a high level of emotional exhaustion. Emotional exhaustion is the main characteristic in the investigation of Burnout Syndrome because it is the perception of a workload both qualitative and quantitative where individuals feel that the demands are greater than their emotional resources and their capacity and vigor for the work, even though the Syndrome is not present yet.22

Regarding the academic variables, the results indicate that the more advanced the
The experiences during the academic formation can be evaluated as stressors by the students of nursing and the strategies used to face the challenges can decrease the wear and avoid the consequences of the stress, such as the Burnout Syndrome.

CONCLUSION

Along the research, evaluation methods based on an already performed study were applied to identify the stressors indicative of the development of Burnout Syndrome. After collecting and analyzing the data, it was possible to verify that among the students the number of individuals affected was minimal, but in contrast, most of the students presented alterations in some of the dimensions evaluated, and could influence the development later.

Although it was verified that only 4.9% of the students are affected by the Burnout Syndrome, it is necessary to turn the attention to those who are with the same in development, 73.2% of the interviewed, since individuals already worn in the period of training may represent professionals less empathic and attentive to the needs of users of health services during the professional life, a factor that contributes both to the sickness of the professionals and to the quality of the attention of the health system.

Regarding the employment relationship, 51.2% of the interviewees claimed not to work, it is believed that as a result of the need to fulfill the activities required to complete the course, at one point, there was a need to leave the company to which they provided services, considering greater concern with the financial aspect regarding the conclusion of the course.

Practically half of the interviewees (48.8%) are linked to a work activity, which can be life-threatening, and they are even more burdened, since in addition to the need to comply with the work day, they must fulfill the required level of commitments by the educational institution.

Factor that possibly influenced the development of the symptoms of Burnout Syndrome, was the indispensable necessity in the fulfillment of all requested activities such as: seminars in the classroom, activities and studies developed in the field of internships, the personal commitment applied to the studies, the elaboration and presentation of the Course Completion Work and probably the apprehension and worry that, as a form of formation, students are forced to make quick decisions, participating in the managerial process of teams, as well as the pressures related to the proximity of the new internship, full of expectations and uncertainties.

In this context it becomes necessary to implement actions to promote the required support strategies for the training of the student in the health area. From these issues, it will be possible to advance in the elaboration of proposals of care, in a contextualized way, promoting space for the discussion of the situations experienced in the day to day, as a way of exchange of experience, also count on the psychological support realized by a professional with a view to improving the quality of life of the student, providing a better development of academic activities, enabling the encounter of beneficial ways to deal with the debilitating situations that can lead to illness.

It is also observed the need to develop public health policies, especially with regard to mental health, in an attempt to reduce the risks of developing this syndrome, so the study applied is of vital importance, so that to observe strategic points in the formation of these professionals, avoiding the development of the Syndrome, aiming at a holistic and humanitarian service to society, emphasizing the quality of life of the future professional.

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