

Mental health in officials of a chilean university: challenges in the context of COVID-19

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Abstract

The present study aimed to describe the levels of stress, depression and anxiety in workers at a university in northern Chile, in the context of COVID-19 pandemic. Likewise, it sought to establish the relationship of this symptomatology with exhaustion and work overload, in addition to various sociodemographic and work variables. The results show the presence of stress in 55.7% of the employees, depression in 26% of them and anxiety in 29.2%. The highest rates of stress are observed in women, academics, those under 40 years of age, and in contract workers. The adjustment of a predictive model was empirically verified to show that the perceived work overload allows to explain the work burnout, and, in turn, this variable predicts the stress evidenced by the University workers. It concludes by analyzing the implications of the results in the management of higher education institutions, considering the current pandemic context.

Keywords: Academics; stress; job burnout; work overload; COVID-19.

Salud mental en funcionarios de una universidad chilena: desafíos en el contexto de la COVID-19

Resumen

El presente estudio tuvo como objetivo describir los niveles de estrés, depresión y ansiedad en funcionarios de una universidad del norte de Chile, en el contexto de la pandemia de la COVID19. Asimismo, buscó establecer la relación de esta sintomatología con agotamiento y sobrecarga laboral, además de diversas variables sociodemográficas y laborales. Los resultados muestran la presencia de estrés en un 55,7% de los funcionarios, depresión en un 26% de ellos y ansiedad en un 29,2%. Los mayores índices de estrés se observan en mujeres, académicos, menores de 40 años, y en trabajadores contratados. Se verificó empíricamente el ajuste de un modelo predictivo que permitió evidenciar que la sobrecarga laboral percibida explica el agotamiento laboral, y, a su vez, esta variable predice el estrés evidenciado por los funcionarios de la Universidad. Se concluye analizando las implicancias de los resultados en la gestión de instituciones de educación superior, considerando el actual contexto pandémico.

Palabras clave: Académicos; estrés; agotamiento laboral; sobrecarga laboral; COVID-19.

Saúde mental em funcionários de uma universidade chilena: desafios no contexto de COVID-19

Resumo

O presente estudo teve como objetivo descrever os níveis de estresse, depressão e ansiedade em trabalhadores de uma universidade no norte do Chile, no contexto de COVID-19. Da mesma forma, buscou estabelecer a relação dessa sintomatologia com o esgotamento e a sobrecarga de trabalho, além de diversas variáveis sociodemográficas e laborais. Os resultados mostram a presença de estresse em 55,7% dos funcionários, depressão em 26% deles e ansiedade em 29,2%. As maiores taxas de estresse são observadas em mulheres, acadêmicas, menores de 40 anos e em trabalhadores contratados. O ajuste de um modelo preditivo foi verificado empiricamente para mostrar que a sobrecarga de trabalho percebida permite explicar o burnout e, por sua vez, essa variável prediz o estresse evidenciado pelos trabalhadores da Universidade. Conclui analisando as implicações dos resultados na gestão das instituições de ensino superior, considerando o atual contexto pandêmico.

Palavras-chave: Acadêmicos; estresse; Esgotamento do trabalho; sobrecarga de trabalho; COVID-19.

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Introduction

Chilean universities suspended their face-to-face activities in mid-March 2020, for preventive purposes, given the COVID-19 pandemic. This reality meant a challenge for the educational communities, which adjusted their processes, both in the teaching/learning and administrative aspects. Many of these began to be carried out through remote telework systems, which demanded an important adaptive effort. These adjustments, typical of the transformation of work systems, draw attention to the possibility that these changes may have an adverse effect on the psychological health of university employees.

The initial background highlights the effect that the pandemic, and most especially confinement, has had on the mental health of the general population. In China, during the first months of the pandemic, 53.8% of participants in a study were found to report some psychological impact as a result of COVID-19, including depressive symptomatology, anxiety and stress (Wang *et al.*, 2020). The same was observed in northern Spain, where an increase in this type of symptomatology

was observed as a result of confinement (Ozamiz-Etxebarria *et al.*, 2020). In the case of Latin America, an increase in phobic anxiety has been observed in Argentina, comparing studies carried out between 2003 and 2020, with women being the most affected (Vela *et al.*, 2020).

One of the aspects that is particularly relevant and worth of study in the current context is the impact of the transformations of university work from a face-to-face format to a remote type of work.

In Chile, it has been observed that the change to teleworking has implied a decrease in the engagement (energy, vigor, and dedication), and an increase in the levels of exhaustion (feeling of wear and tear, and chronic fatigue associated with stress) of the workers. This effect has been reinforced by an increase in working hours, inadequate working conditions (lack of adequate spaces and technological tools to carry it out), the need to reconcile work and home and family matters, and exposure to the news (Circular HR, 2020).

Regarding the above, the International Labour Organization (2019) had shown ambiguous and even contradictory effects of teleworking before the pandemic. Although it had observed positive aspects such as shorter commuting times, greater

autonomy in the organization of working time, better general reconciliation between work and personal life, and higher productivity, it had also observed disadvantages such as longer working hours, an overlap between work and personal life, as well as an intensification of work. In addition, it reported risks to health and wellbeing associated with ergonomic issues and psychosocial risk factors, including stress. This was in line with other studies that have observed that telework can produce a psychological impact in emotional terms in teleworkers, who may experience greater stress symptoms compared to office workers (Mann & Holdsworth, 2003). In turn, in the current panorama of confinement, product of the pandemic, telework has implied to perform the duties while sharing spaces with the family. It is important to point this out since the literature had already mentioned that sharing the home space while working negatively affects family time—a determining variable in the family-work conflict (Salazar, 2016).

In recent years, there has been growing concern about mental health in the educational context. Likewise, it has been observed that indiscipline, lack of student interest, and poor family collaboration are the main sources of stress in teachers, being this variable, together with the degree of satisfaction and commitment, the best predictors of mental health in teachers (Guerrero-Barona *et al.*, 2018). In other studies, Chilean teachers have recognized poor leadership, new teaching roles, job strain, the number of students in the classroom, students' demotivation, and parents' disengagement from their educational role as the main factors that impact their mental health (Rubio-González *et al.*, 2019). For their part, Jorquera-Gutiérrez *et al.* (2014) detected the relationship between chronic stress and absenteeism in teachers, showing a negative correlation between the levels of emotional exhaustion of the faculty and the results obtained by their students in standardized tests. This is further strengthened when considering that teachers tend to prioritize professional performance over the care of their occupational health, perceiving the factors that regulate occupational health as external and beyond their personal control (Cuadra Martínez *et al.*, 2015). The

relationship between chronic stress and resilience has also been analyzed, observing that the most resilient teachers are better at overcoming difficulties, while less resilient teachers show greater fatigue and indifference at work, where some personal variables (e.g., humor, empathy, resilient personality, or self-efficacy) allow them to cope with work demands and act as protective factors against burnout (García & Gambarte, 2019).

In the particular case of university academic work, Sánchez and Clavería (2005), found a relationship between work stress, levels of satisfaction, and health in Spanish university professors. Their results show that emotional fatigue and depersonalization were higher in new professors and in those with less seniority in the institution, so they concluded that these factors would decrease with age. Rodríguez-Martínez, Tovalín-Ahumada, Gil-Monte, Salvador-Cruz, & Acle-Tomasini (2018) found that emotional burden and work stressors predicted increased symptoms of anxiety and depression in a group of university professors. Likewise, their results showed that being a woman would also be a predictor of anxiety, but not of depression. Cladellas-Pros, Castelló-Tarrida, & Parrado-Romero (2018) evidenced that job stability has repercussions on the health and quality of work life of university professors who are in a situation of instability. In this sense, full-time professors with temporary work contracts show poorer physical and mental health, greater symptoms of stress, and lower job satisfaction, compared to full-time professors with a stable contract, or part-time professors. In their study on Ecuadorian university professors, Ilaja & Reyes (2016) found that research and liaison tasks are significantly related to burnout and teaching activity is not associated with this type of stress, which could be related to a perception of greater mastery of this work, while liaison and research are seen as a demand without having the resources to perform it.

The above studies highlight the problem of the mental health of university professors since before the pandemic. Given the transformations that have taken place in terms of work in university institutions, as a result of the spread of COVID-19, it is possible to assume a worsening of this problem. Considering this particular context,

this study attempts to answer the following questions: What is the level of stress, depression, and anxiety in academic and non-academic officials of a university in the north of Chile? What socio-demographic and labor variables would be linked to the presence of psychological symptomatology? What is the relationship between mental exhaustion, psychological symptomatology, and perceived work overload? Based on these questions, the following objectives have been set: 1. To describe the level of stress, depression, and anxiety in academic and non-academic officials in a public university in the north of Chile. 2. To establish the relationship between psychopathological symptomatology with various sociodemographic and work variables. 3. To establish the relationship between the levels of psychopathological symptomatology with perceived job burnout and work overload.

Thus, the relevance of this research is related to being able to establish the prevalence of psychological symptomatology in workers of a higher education institution, confirming some relationships with sociodemographic and labor variables. With this, we expect that the information presented will be an adequate input for people's management in the context of the social changes brought about by COVID-19, favoring decision-making oriented toward meeting the needs of academic, administrative, and other workers in the university field.

Method

A quantitative, correlational methodology was applied, since it sought to characterize the variables of the study and determine the degree of relationship between them (Hernández & Mendoza, 2018).

Design

The research design used was non-experimental of a cross-sectional correlational nature. It should be noted that in non-experimental research there is no deliberate manipulation of variables, and phenomena are only observed in their natural environment and then analyzed (Hernández,

Fernández & Baptista, 2014). This research is cross-sectional in that it sought to describe the level of anxiety, depression, and stress of the university employees studied and their relationship with sociodemographic and labor variables, as well as job burnout and work overload perceived at a single point in time.

Participants

A non-probabilistic purposive sampling was used. A total of 192 academic and non-academic staff members from a public university in northern Chile participated in the study. A total of 50.5% (n=97) were men and 49.5% (n=95) were women. Some 63% were academic (n=121) and 37% (n=71) were non-academic (administrative, support staff, etc.). According to age, 6.8% (n=13) were between 20 and 29 years of age; 40.1% (n=77), between 30 and 39 years of age; 26.6% (n=51), between 40 and 49 years; 17.7% (n=34), between 50 and 59 years; and 8.9% (n=17), 60 years and over. Based on the number of years of work experience in the institution, 8.9% (n=17) had one year or less; 42.2% (n=81), between 2 and 5 years; 25% (n=48), between 6 and 10 years; 13.5% (n=26), between 11 and 20 years; and 10.4% (n=20), 21 years or more. Regarding type of contract, 61.5% (n=118) had a contract (fixed-term annual contract); 32.8% were permanent employees (indefinite-term contract); and 5.7% (n=11) had a fee-based contract.

Instruments

Psychological Health

In order to study the psychological health aspects of academic and non-academic staff members, the DASS-21 instrument was used, which measures depression, anxiety, and stress. Specifically, the Chilean version was used, which was translated and adapted by Vinet, Rehbein, Román, & Saiz (2008 in Antúnez & Vinet, 2012) and modified by Román (2010 in Antúnez & Vinet, 2012). This scale is composed of 21 items with four Likert-type response alternatives. With respect to its psychometric characteristics, Antúnez and Vinet (2012) reported a structure with three factors that explained 49.99% of its variance, and reliability values of .85, .83, and .73 for the depression, stress, and anxiety scales, respectively. The present study considered the cut-off points for general

population recommended by Román, Santibáñez, & Vinet (2016), who established 7(>6) points for depression, 6(>5) for anxiety, and 7(>6) for stress.

Job Burnout

This variable was assessed using the job burnout subscale of the General Burnout Questionnaire (Schaufeli *et al.*, 1995, in Moore, 2000). This scale has five items and a 7-point Likert-type response system. In the case of this research, this scale showed a Cronbach's alpha of .94 and a one-factor structure that explains 81.7% of the variance.

Perceived Workload

This variable was measured with Moore's Perceived Work Overload Scale (2000). This scale consists of 4 items, with a 7-point Likert-type response system. The scale was translated, and, in this research, the scale showed a Cronbach's alpha of .90 and a unifactorial structure that explained 77.3% of the variance.

Sociodemographic and Labor Variables

In addition, a questionnaire was included that inquired about: sex, age, type of employee (academic or non-academic), years of work experience in the institution, and type of contract.

Procedures

First, authorization was requested from the university's senior management to carry out the research, which positively accepted the proposal. Subsequently, and considering the health context, participants were asked to respond to the instruments by electronic means (Google form). All of them received link to the questionnaires at their institutional e-mail addresses. Prior to submitting their responses, they read an informed consent form and indicated their approval to answer voluntarily. The instruments were applied between June 11 and 19, 2020.

Data Analysis

The analysis method consisted of descriptive statistics through the calculation of percentages, measures of central tendency, and variability. In addition, associations between categorical variables were made using the nonparametric Chi-Square statistic. Score correlations were

performed using Pearson's correlation coefficient. All these calculations were performed using SPSS-22 software. Additionally, a predictive model of some of the study variables was empirically evaluated by structural equation modeling using AMOS-21 software.

Results

The general results show the presence of stress in 55.7% of the employees evaluated. On the other hand, depressive symptomatology was found in 26% and anxiety in 29.2% (see *Figure 1*).

When stress levels were compared according to the sociodemographic and occupational variables used, statistically significant differences in the presence of this variable were observed between men and women (Chi-square=4.206; $p=.04$). In this case, while 48.5% of men show signs of stress, in women this percentage reaches 63.2%. According to type of employee, a higher level of stress was found among academics (63.6%), compared to non-academic employees (42.3%) (Chi-square=8.292; $p=.004$). According to age groups, statistically significant differences were also found in stress levels (Chi-square=12.91; $p=.012$), where the groups under 39 years of age are the most affected, tending to decrease in the groups older than this range. Significant differences were also observed in stress levels according to the type of contract (Chi-square=6.405; $p=.04$), with higher levels of stress in contract employees (fixed-term annual contract) compared to permanent and fee-based employees. There were no significant differences in the presence of stress according to the number of years of work experience in the institution (Chi-square=3.168; $p=.53$) (see details in Table 1).

No differences were observed in the presence of pressure according to sex (Chi-square=1.15; $p=.284$), type of employee (Chi-square=.257; $p=.612$), age (Chi-square=3.216; $p=.522$), years of experience in the institution (Chi-square=8.916; $p=.63$), or type of contract (Chi-square=4.492; $p=.106$) (see details in Table 2).

In the case of the presence of anxiety, no significant differences were observed according to sex (Chi-square=1.858; $p=.173$), type of official

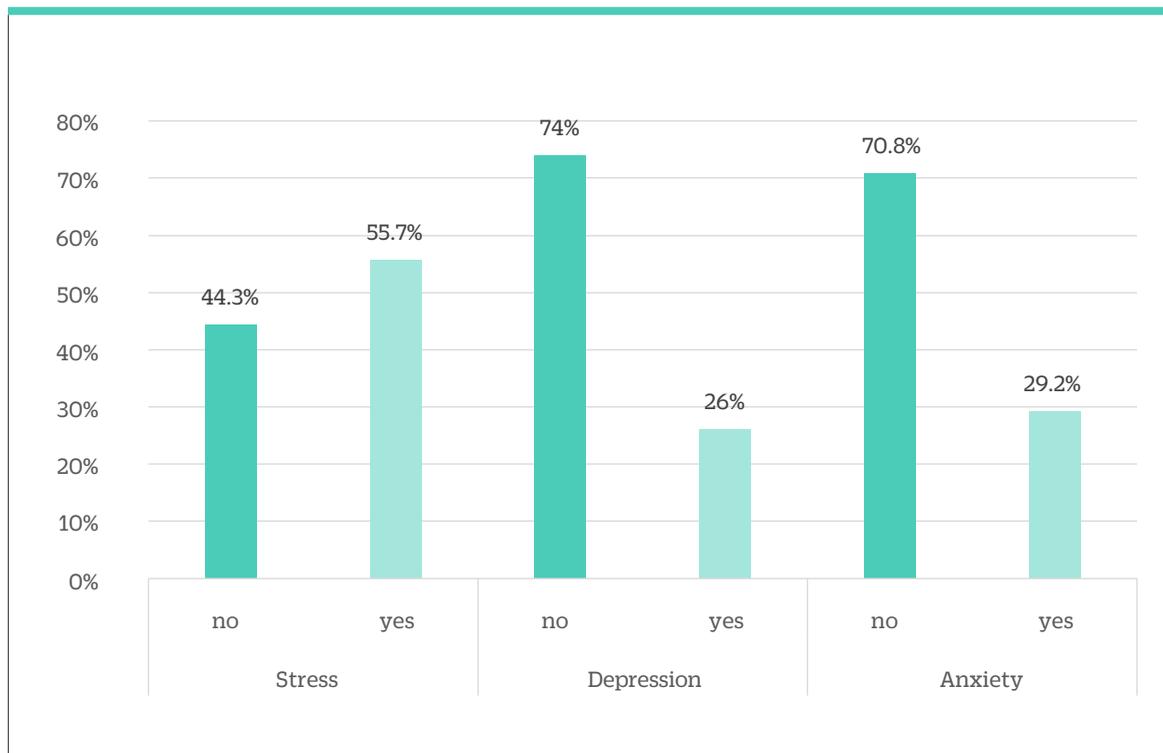


Figure 1. Presence of Stress, Depression, and Anxiety in Chilean University Employees.

Table 1

Presence of Stress According to Sex, Type of Employee, Age, Years of Experience in the Institution, and Type of Contract.

		Presence of Stress		Pearson's Chi-square	p
		NO	YES		
Sex	Man	51.5%	48.5%	4.206	0.04
	Woman	36.8%	63.2%		
Officer	Academic	36.4%	63.6%	8.292	0.004
	Non-Academic	57.7%	42.3%		
Age	20-29 years	38.5%	61.5%	12.91	0.012
	30-39 years	31.2%	68.8%		
	40-49 years	47.1%	52.9%		
	50-59 years	64.7%	35.3%		
	60 years or older	58.8%	41.2%		
Years of work experience in the institution	1 year or less	41.2%	58.8%	3.168	0.53
	11-20 years	50.0%	50.0%		
	2 to 5 years	39.5%	60.5%		
	21 years or more	60.0%	40.0%		
	6 to 10 years	43.8%	56.3%		
Type of Contract	Annual contract	37.3%	62.7%	6.405	0.041
	Fee-based	63.6%	36.4%		
	Permanent contract	54.0%	46.0%		

Table 2

Presence of Depression According to Sex, type of Employee, Age, Years of Experience in the Institution, and Type of Contract.

		Presence of Depression		Pearson's Chi-square	p
		NO	YES		
Sex	Man	77.30%	22.70%	1.15	0.284
	Woman	70.30%	29.50%		
Officer	Academic	72.70%	27.30%	0.257	0.612
	Non-Academic	76.10%	23.90%		
Age	20-29 years	61.50%	38.50%	3.216	0.522
	30-39 years	71.40%	28.60%		
	40-49 years	74.50%	25.50%		
	50-59 years	76.50%	23.50%		
	60 years or older	88.20%	11.80%		
Years of work experience in the institution	1 year or less	70.60%	29.40%	8.916	0.63
	11-20 years	96.20%	3.80%		
	2 to 5 years	67.90	32.10%		
	21 years or more	80.00%	20.00%		
	6 to 10 years	70.80%	29.20%		
Type of Contract	Annual contract	68.60%	31.40%	4.492	0.106
	Fee-based	81.80%	18.20%		
	Permanent contract	82.50%	17.50%		

(Chi-square=1.488; p=.223), age (Chi-square=5.118; p=.275), nor years of experience in the institution (Chi-square=5.293; p=.259).

However, significant differences were observed according to the type of contract (Chi-square=6.725; p=.035), showing a greater presence of anxiety in contract employees over permanent and fee-based employees (see detail in Table 3).

In addition, the relationship between the psychopathological variables evaluated and job burnout and perceived workload was observed. Stress was significantly associated with higher levels of job burnout (r=.775; p<.01) and perceived workload (r=.628; p<.01). A relationship was also observed between depression and job burnout (r=.62; p<.01) and perceived workload (r=.474; p<.01). Similarly, anxiety would be related to higher levels of job burnout (r=.631; p<.01) and perceived workload (r=.484; p<.01) (see Table 4).

Considering the correlational results obtained and the high presence of stress, a predictive model

for this variable was verified. In this model, we can observe that the perceived workload is able to predict job burnout ($\beta=.82$; p<.01), explaining 67% of the variance of this variable. In addition, job burnout predicts stress ($\beta=.78$; p<.01), explaining 60% of its variance. This model showed adequate fit indicators ($\chi^2 = .065$, gl=1, p<.798).

A similar model was generated in the case of depression. In this case, job burnout also predicts an increase in the levels of this

symptomatology ($\beta=.62$, p<.01); however, the variance explained is 38%, lower than in the case of stress. This model showed good fit indicators ($\chi^2 = 1.076$, gl=1, p<.3).

Similarly, a predictive model for anxious symptomatology was tested. In this model, it is observed that job burnout predicts anxiety ($\beta=.63$, p<.01), explaining 40% of its variance. This model also showed adequate fit indicators ($\chi^2 = 1.018$, gl=1, p<.313).

Table 3

Presence of Anxiety according to Sex, Type of Employee, Age, Years of Experience in the Institution, and Type of Contract.

		Presence of Anxiety		Pearson's Chi-square	p
		NO	YES		
Sex	Man	75.30%	24.70%	1.858	0.173
	Woman	66.30%	33.70%		
Officer	Academic	67.80%	32.20%	1.488	0.223
	Non-Academic	76.10%	23.90%		
Age	20-29 years	61.50%	38.50%	5.118	0.275
	30-39 years	64.90%	35.10%		
	40-49 years	70.60%	29.40%		
	50-59 years	82.40%	17.60%		
	60 years or older	82.40%	17.60%		
Years of work experience in the institution	1 year or less	76.50%	23.50%	5.293	0.259
	11-20 years	84.60%	15.40%		
	2 to 5 years	64.20%	35.80%		
	21 years or more	80.00%	20.00%		
	6 to 10 years	68.80%	31.30%		
Type of Contract	Annual contract	64.40%	35.60%	6.25	0.035
	Fee- based	90.90%	9.10%		
	Permanent contract	79.40%	20.20%		

Table 4

Correlations between Stress, Depression, Anxiety, Job Burnout, and Perceived Workload.

	Depression	Anxiety	Labor Exhaustion	Perceived Workload
Stress	.795**	.839**	.775**	.628**
Depression		.857**	.620**	.474**
Anxiety			.631**	.484**
Job burnout				.818**

** Correlation is significant at the 0.01 level (2-tailed).

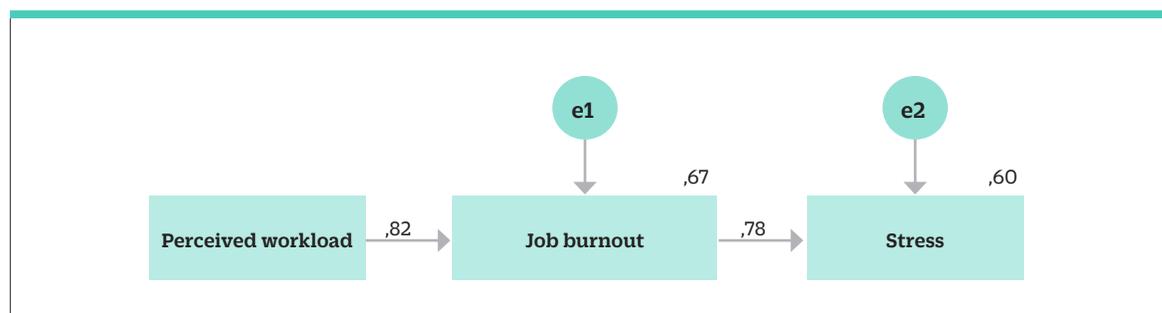


Figure 2. Predictive Model of Stress, Job Burnout, and Perceived Workload.

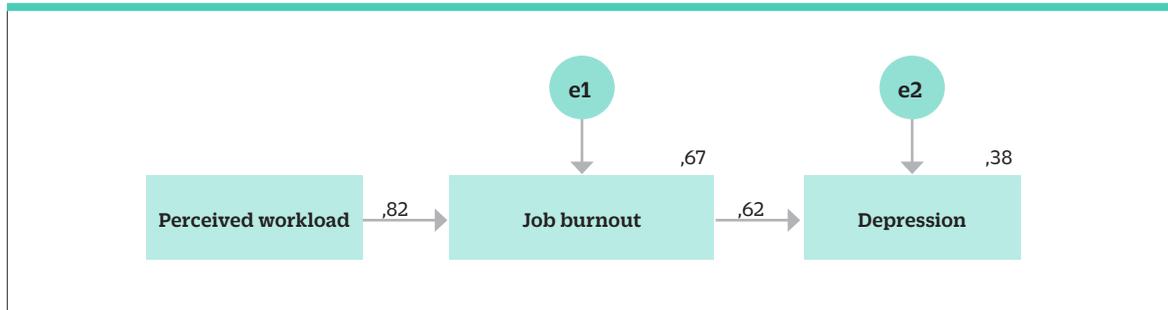


Figure 3. Predictive Model of Depression, Job Burnout, and Perceived Workload.

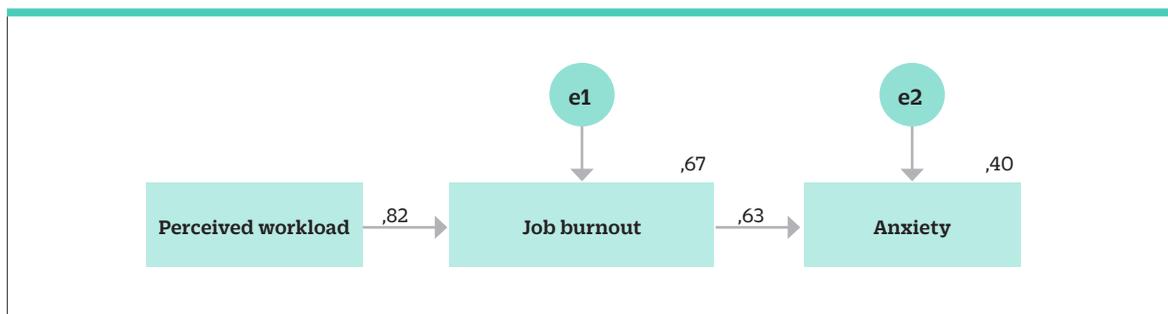


Figure 4. Predictive Model of Anxiety, Job Burnout, and Perceived Workload.

Discussion

The results show that a majority of university employees present high levels of stress, being the psychological illness the most important condition among the three evaluated. This problem would affect academics more significantly, which could be explained by the fact that a large part of their teaching functions are adapted to a distance education format, in a context in which 80% of them do not have previous experience in this type of work. We need to add that the current conditions mean that this type of work has to be carried out while reconciling it with family roles and in structural conditions that are not always optimal. This reality is shared by many of the workers who have had to move from face-to-face work to remote work through information technology, which has also meant an increase in working hours, working in spaces that are not always equipped for this purpose and, in many cases, the need to work without the IT tools (computer and Internet) that allow for adequate

productivity. In addition to this, workers have had to reconcile their work with home affairs and family life (Circular HR, 2020). This has meant that academic work has not been free of difficulties.

The results show a higher level of stress in women. This is consistent with research that has shown a greater deterioration of mental health in women (Gao *et al.*, 2020; Ozamiz-Etxebarria *et al.*, 2020; Vela *et al.*, 2020; Wang *et al.*, 2020), and with studies in Chilean workers that have shown lower levels of engagement and higher levels of exhaustion (Circular HR, 2020). This could be explained by the accentuation, in this context, of the multiplicity of roles that they fulfill. In this sense, in contexts of social isolation, the burden of having to respond to work and reconcile it with household and parenting tasks becomes heavier. Furthermore, it is once again clear that, although in recent decades women have had greater access to the public sphere and labor market, they continue to assume a large part of the responsibilities in the domestic sphere (UNDP, 2010). This calls for actions aimed at reducing stress among university officials by incorporating

a gender perspective.

Another relevant result is that young staff (under forty years of age) show higher levels of stress than older staff, which is consistent with the literature that has shown that there is a greater impact in the mental health of young people (Ozamiz-Etxebarria *et al.*, 2020; Wang *et al.*, 2020), but also with studies in university contexts that have shown that younger teachers and those with less seniority in the institution express higher levels of emotional exhaustion and depersonalization compared to older teachers (Sánchez & Clavería, 2005). Possibly, less structured and in-progress life models accentuate the levels of uncertainty caused by uncertain realities, such as those experienced as a result of the present context.

Results also show that employees on a contract basis (fixed-term annual employment contract) report higher levels of stress and anxiety, compared to permanent and fee-based employees. This reality had already been exposed by Cladellas-Pros, Castelló-Tarrida, & Parrado-Romero (2018), who showed that full-time university professors with temporary employment contracts show poorer physical and mental health, greater symptoms of stress, and lower job satisfaction, compared to full-time professors with a stable contract or part-time professors. But, in addition, it is possible to suggest as an interpretative line that the uncertainty of the context would especially affect this type of workers, given that the fear of unemployment and non-continuity of the contract is present, considering the possible economic needs that the institution may have due to the country's economic situation. In this regard, we recommend that those in leadership positions maintain close relationships with their supervisees and help reduce the labor uncertainty caused by the current situation.

The results show the relationship between variables associated with psychological health and work-related variables in the employees. In particular, it was observed that higher levels of work-related exhaustion predict higher levels of psychological distress and, especially, higher levels of stress. The above underlines what multiple authors have shown regarding the importance of psychosocial risk factors for the

health and quality of life of workers (Solanova & Llorens, 2009; Gil-Monte, 2012), but contextualized in a historical reality such as the one the world is living at this moment.

In light of the above, in the area of higher education institution management, it is recommended to generate actions in three directions:

First, it is advisable to attend to the formalization of processes that give structure to the work of academics and non-academics in a special context such as the pandemic. It is prudent to make them more flexible; however, they must be clear and known to those involved. In this sense, having predictable objectives and procedures helps to reduce the levels of uncertainty that favor the emergence of stress and other conditions in the work context. This is compatible with evidence showing that increases in perceived role clarity produce a decrease in job stress and, likewise, high levels of this variable also lead to high levels of job satisfaction (Bravo, Zurriaga, Peiró, & Gonzalez, 1993).

Secondly, the figure of leadership is very important. It is necessary to recognize that leadership plays an important role of social support in current contexts. On the one hand, this favors clarity with respect to objectives, goals, and work procedures, which should, as already mentioned, be adjusted to current work conditions. On the other hand, the leader's support should also focus on affective issues; therefore, it is recommended that they create a close relationship with their teams, ideally generating an individual consideration with each worker, and being able to emotionally contain the employees most affected by the current situation. These aspects are congruent with the application of a transformational leadership style (Bass, 1997), given that the leader should take into account the technical and cognitive requirements of the worker individually, but at the same time, recognizing and attending to their emotional and affective needs. Under the conditions caused by the pandemic, considering the efforts required to provide university teaching in remote education format, it is very important to give recognition to teachers and provide them with incentives to honor their efforts (Vicentini, 2020).

Third, it is advisable to promote the knowledge and development of coping strategies against stress among civil servants. This should especially take into account the consequences of stress caused by this form of work. Therefore, it is essential to implement tools to develop remote work in telematic format, but also considering the effect that the work-family conflict is having on this work format in the current context. It is relevant to consider that telework generates an overlap between paid work and personal life (International Labour Organization, 2019). The effect of telework on personal life would increase when the worker does not have a space exclusively for their work and when there are more people in the house while working (Salazar, 2016), which is the reality of academic work in these days of confinement.

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