

Assessing Professors' Mental Workload via Polychoric Correlations to Improve Working Conditions at ULEAM's Bahía de Caráquez Extension Campus, Manabí

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Assessing Professors' Mental Workload via Polychoric Correlations to Improve Working Conditions at ULEAM's Bahía de Caráquez Extension Campus, Manabí

Evaluación de la carga mental de trabajo de los profesores mediante correlaciones policóricas, para mejorar las condiciones laborales en la Extensión Bahía Caráquez de la ULEAM, Manabí

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Abstract

Assessing professors' mental workload is key to improving well-being and addressing contemporary technological and policy challenges. This research explores the dimensions of cognitive demand, task complexity, work pace, health consequences, and temporal organization at Bahía de Caráquez Extension Campus of Universidad Laica Eloy Alfaro de Manabí (ULEAM). All professors were surveyed, and polychoric correlations were applied to model the relationships between the dimensions of mental workload. Results showed that the time available for decision-making (S) is significantly ($p < 0.001$) related and directly proportional to the time allocated to tasks (Q) and exhaustion at the end of the working day (N). Furthermore, shorter decision time (S) was associated with higher emotional exhaustion (M). These results allow us to reject the null hypothesis, revealing a significant mental workload among professors. Critical dimensions of mental exhaustion, such as health consequences and time management, were identified, with a high percentage of professors experiencing physical and emotional exhaustion and difficulties relaxing after work. A study limitation is its focus on a single institution, which limits the generalizability of the results. Nevertheless, it confirms significant stress factors requiring institutional intervention.

Keywords: occupational stress; social responsibility; well-being; work environment; work organization

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Resumen

Evaluar la carga mental de trabajo de los profesores es clave para mejorar su bienestar y abordar los retos tecnológicos y políticos actuales. Esta investigación explora las dimensiones de la demanda cognitiva, la complejidad de las tareas, el ritmo de trabajo, las consecuencias para la salud y la organización temporal en la extensión de Bahía de Caráquez de la Universidad Laica Eloy Alfaro de Manabí (ULEAM). Se encuestó a todos los profesores de la ULEAM y se aplicaron correlaciones policóricas para modelar las relaciones entre las dimensiones de la carga mental de trabajo. Los resultados mostraron que el tiempo disponible para la toma de decisiones (S) está significativamente ($p < 0,001$) relacionado y es directamente proporcional al tiempo asignado a las tareas (Q) y al agotamiento al final de la jornada laboral (N). Además, un tiempo de decisión más corto (S) se asoció con un mayor agotamiento emocional (M). Estos resultados permiten rechazar la hipótesis nula, revelando una carga mental significativa entre los profesores. Se identificaron dimensiones críticas del agotamiento mental, como las consecuencias para la salud y la gestión del tiempo, con un alto porcentaje de profesores que experimentaban agotamiento físico y emocional y dificultades para relajarse después de la jornada laboral. Las limitaciones del estudio incluyen su enfoque en una sola institución, lo que limita la generalización de los resultados. Sin embargo, esto confirma factores de estrés significativos que requieren la intervención institucional.

Palabras clave: ambiente de trabajo; bienestar; estrés laboral; responsabilidad social; organización del trabajo

Introduction

The World Health Organisation (WHO) emphasises the importance of prioritising mental health in the workplace. Among its recommendations is the creation of policies that promote healthy work environments, prevent stress, and offer psychological support. This is no minor issue: the WHO estimates that disorders such as depression and anxiety generate global productivity losses equivalent to one trillion dollars annually (WHO, 2022). In the university setting, these figures are particularly relevant because the well-being of faculty directly influences their ability to research, publish, and contribute to the institution's standing. When professors face administrative overload, poor mental health support, and increasing pressures associated with the Fourth Industrial Revolution, their academic productivity can decline, indirectly affecting the performance of universities in international rankings (Ahmed & Alshammari, 2025).



This link is reflected in the case of Ecuador: in the QS Latin America University Rankings 2024, the University of San Francisco de Quito (USFQ) appears as the highest-ranked institution in the country (65th place), while other national universities are ranked between 121st and 130th (Quacquarelli Symonds, 2024). These differences highlight a regional challenge: many Latin American universities prioritize administrative tasks over research, which, combined with the mental exhaustion of faculty, limits their scientific presence and affects their international competitiveness (Aguinis et al., 2020). In this context, the technological challenges and sociopolitical tensions in the region demand more resilient universities that integrate mental health as a strategic axis of their institutional transformation. Properly assessing and managing the cognitive and emotional burden on teaching staff is therefore not only a matter of well-being but also a necessary condition for improving academic quality, strengthening institutional competitiveness, and responding appropriately to the changes of the 21st century (Penprase, 2018).

Ecuador's National Evaluation and Accreditation System (SAE), administered by the Higher Education Council (CES) and the Secretariat of Higher Education, Science, Technology, and Innovation (SENESCYT), seeks to recognize and promote research excellence in the country's institutions (CES, 2024). Through a rigorous peer review process, researchers are accredited according to their scientific output—indexed articles, thesis supervision, participation in conferences and projects, among others—and classified from researchers in training to National Researchers of levels I, II, and III, even reaching the category of Emeritus Researcher. This accreditation is reviewed every two years and depends on academic productivity over the previous three years (CES, 2024).

However, in many Latin American universities, the mental overload of faculty members stems not only from their academic responsibilities but also from the administrative burden imposed on them. This imbalance reduces the time available for research, limits the possibility of promotion in the accreditation system, and generates a cycle of stress, low productivity, and reduced institutional competitiveness (Ramírez-Montoya et al., 2023). As various authors have pointed out, university structures in developing countries are often torn between the need to increase scientific productivity and the reality of a faculty overwhelmed with tasks that hinder their transition to more research-oriented profiles.

Mental workload in university professors arises from several sources, including cognitive demands and the complexity of their tasks. The need to keep up to date in their field, prepare lectures, and assess students requires continuous and high mental effort (Bashir et al., 2015; Han et al., 2020; Hammoudi Halat et al., 2023). Added to this are the characteristics of the tasks, which include a variety of administrative,



teaching, and research responsibilities, increasing multitasking and making it difficult to concentrate on specific activities (Devlin et al., 2020). The fast pace of work, with tight deadlines and pressure to maintain productivity, exacerbates this mental burnout and affects the quality of work (Guglielmi et al., 2012). The health consequences of this constant pace of work include chronic stress and emotional exhaustion, which can evolve into burnout, affecting both personal life and work performance (Darabi et al., 2016). The temporal organisation of work, characterised by a lack of clear boundaries between working time and personal time, also contributes to burnout by making it difficult for professors to recover adequately (Vieira et al., 2018).

Despite this background, there is a notable shortage of empirical studies that have analysed the mental workload of teachers at Ecuadorian public university extensions in a multivariate manner. These spaces present institutional dynamics and challenges that differ from those of the main campuses. The available literature addresses academic stress and research productivity in general terms, but there are few studies that use advanced correlation techniques to examine how administrative, teaching, and emotional factors interact simultaneously in these peripheral contexts. This gap makes it difficult to understand the real determinants of well-being and academic performance in these units, which is why a more precise and evidence-based analysis is needed (Bojorque et al., 2025). According to Sidhu & Kaur (2019), higher education institutions are often described as 'stress factories,' and teaching at the university level is considered one of the most stressful professions. This perception exists because lecturers face constant pressure to improve the quality of their teaching, often without receiving adequate support from the authorities, leading to a significant increase in anxiety and stress levels. In this context, overall results reveal that the mental workload of staff involved in continuing education and CECADEL at the southern state university of Manabí is intermediate (Véliz Gutiérrez et al., 2018). This underlines the need to investigate in depth the factors that contribute to this mental workload and to develop strategies to mitigate stress and promote professors' well-being. Consequently, the objective of the present research is to explore the dimensions of cognitive demand and task complexity, as well as task characteristics, work pace, health consequences, and temporal organisation at the ULEAM Extension Bahía de Caráquez. The null hypothesis of this research is that the mental workload levels are not significantly high. The results of this study will allow us to identify the key factors that influence mental workload at ULEAM Extension Bahía de Caráquez.

Methodology

Study area

The ULEAM Extension Bahía de Caráquez is located on the central coast of Ecuador, in the province of Manabí (Figure 1).

Figure 1

Location of the Universidad Laica Eloy Alfaro de Manabí Extension Bahía de Caráquez, province of Manabí

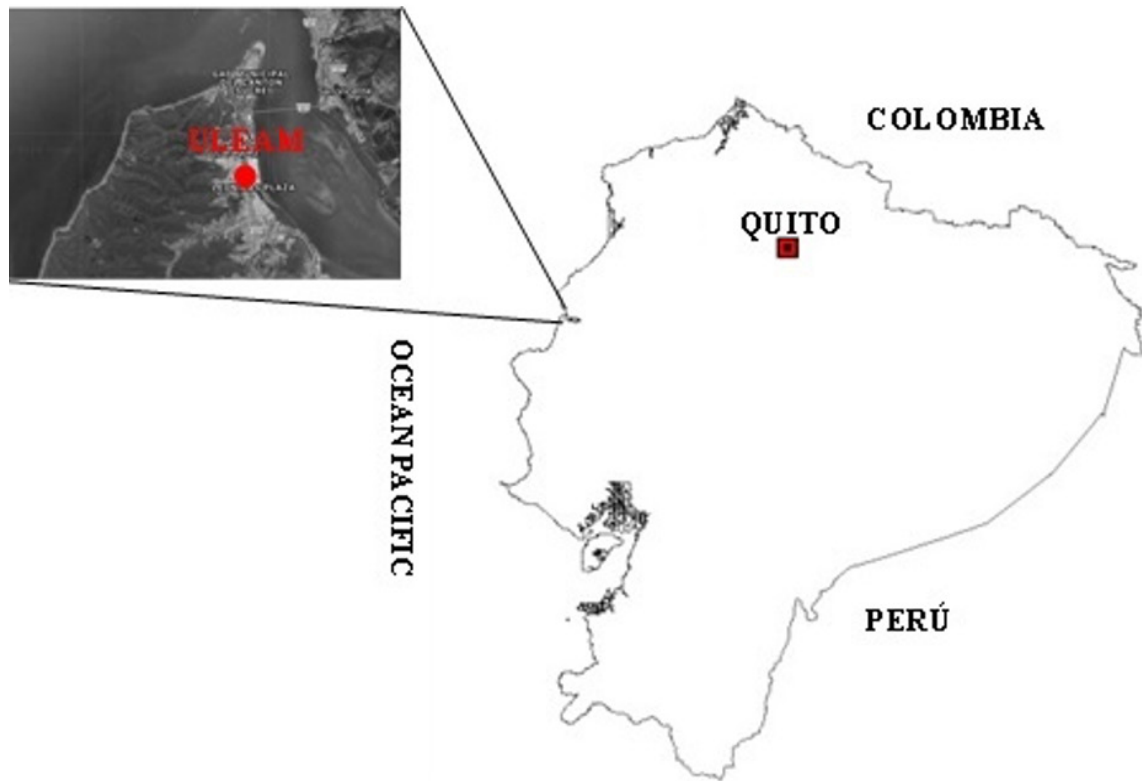




Table 1
Measurement Instrument: Dimensions and Indicators of Mental Workload with Response Scales. ULEAM Extension Bahía de Caráquez, Manabí Province, Ecuador

DIMENSION	INDICATORS	MEAN AND STANDARD DEVIATION	MEASUREMENT SCALE
Cognitive demands and task complexity	A: Level of mental effort or concentration.	4.59 (± 0.56)	Very low (1) Low (2) Medium (3) High (4) Very high (5)
	B: Amount of complexity of information and material.	4.38 (± 0.71)	
	C: Degree of complexity of information.	4.34 (± 0.73)	
	D: Level of mental effort.	4.30 (± 0.72)	
	E: Number of decisions I must make on a regular basis.	4.37 (± 0.68)	
Task characteristics	F: Number of interruptions during the performance of my work.	3.98 (± 0.86)	Total Disagree (1) Somewhat Disagree (2) Indifferent (3) Somewhat agree (4) Strongly agree (5)
	G: The number of difficulties that occur when introducing new work procedures or software.	4.09 (± 0.87)	
	H: In my job I have to do more than one task at a time.	4.46 (± 0.69)	
	I: The tasks I perform in my job require high concentration due to the amount of distraction or noise.	4.15 (± 0.84)	



	J: It is possible to vary my pace of work without disturbing the work of my section.	3.38 (± 1.30)	
Work rhythm	K: In addition to the statutory breaks, my work allows me to take breaks when I need them.	3.40 (± 1.52)	Total Disagree (1) Somewhat Disagree (2) Indifferent (3) Somewhat agree (4) Strongly agree (5)
	L: I can make a mistake in my work without it having a critical effect on the results of my work.	2.46 (± 1.39)	
	M: I feel emotionally exhausted by my work.	3.26 (± 1.52)	
Health consequences	N: At the end of the working day, I feel exhausted.	3.67 (± 1.10)	Total Disagree (1) Somewhat Disagree (2) Indifferent (3) Somewhat agree (4) Strongly agree (5)
	O: I feel exhausted when I get up in the morning and must face another day at work.	3.56 (± 1.04)	
	P: I find it difficult to relax after work.	3.23 (± 1.11)	
Temporal organisation	Q: Time allocated for each of the tasks.	2.29 (± 1.07)	Very insufficient (1) Insufficient (2) Accurate (3) Sufficient (4) Very sufficient (5)
	R: Time: I have available to carry out my work.	3.05 (± 1.08)	
	S: Time: I must make decisions required by my work.	3.03 (± 1.20)	

This region was classified as Neotropical seasonal dry forest (Cañadas-López et al., 2012; Cañadas-López et al., 2025; Rade-Loor et al., 2025). These climatic conditions influence both ecological dynamics and academic and work activities, making the university extension a relevant environment in which to analyse mental workload in dry and hot climates (Álvarez-Zambrano & Cañadas, 2024; Álvarez-Zambrano & Cañadas-López, 2024).



ULEAM professors survey

This study focused on diagnosing the mental workload of professors at the ULEAM Extension Bahía de Caráquez, with the aim of identifying the factors that affect their work performance.

To measure this variable, the Subjective Mental Workload Scale developed by Rolo et al. (2009) was used. The activities were designed to carry out an orderly and systematic investigation, gathering information on the study variables and, through the analysis of this information, validating the hypothesis put forward. The survey was applied using the Subjective Scale of Mental Workload, health consequences, and temporal organisation, based on the Likert scale (Table 1). The survey was administered using the Google Forms tool to the total population of 60 professors from the ULEAM Extension Bahía de Caráquez.

Statistical analysis

Polychoric correlations are suitable for analysing the relationship between ordinal categorical variables, under the assumption that these represent discrete categories derived from continuous latent variables that follow a normal distribution. This type of correlation captures linear relationships between the underlying latent variables, providing a more accurate measure than traditional correlations for ordinal data. They are mainly used in situations such as Likert-scale surveys, where responses follow a logical order, allowing the study of relationships between variables while maintaining the ordinal structure (Welz et al., 2024). The analyses were carried out using the free software Jamovi 2.4.11. The Network Analysis module was used to construct a network based on the polychoric correlation matrix, which is suitable for ordinal variables from Likert-type scales. Once the network was estimated, the selection of the 'most important variables' was carried out using centrality criteria, specifically considering the indices of strength, closeness, and betweenness within Jamovi 2.4.11.

To test the null hypothesis (that mental workload levels are not significantly high), polychoric correlations were considered statistically significant at thresholds of $p < 0.05$. The presence of significant correlations among most mental workload indicators allowed rejection of the null hypothesis.

Ethical considerations

The study was approved by the ULEAM ethics committee and formally authorised by the participating educational institution. All professors were informed of the research objectives and participated voluntarily, providing their informed consent before completing the survey. The confidentiality of the data and the anonymity of the 60 professors were guaranteed, in accordance with current ethical regulations.

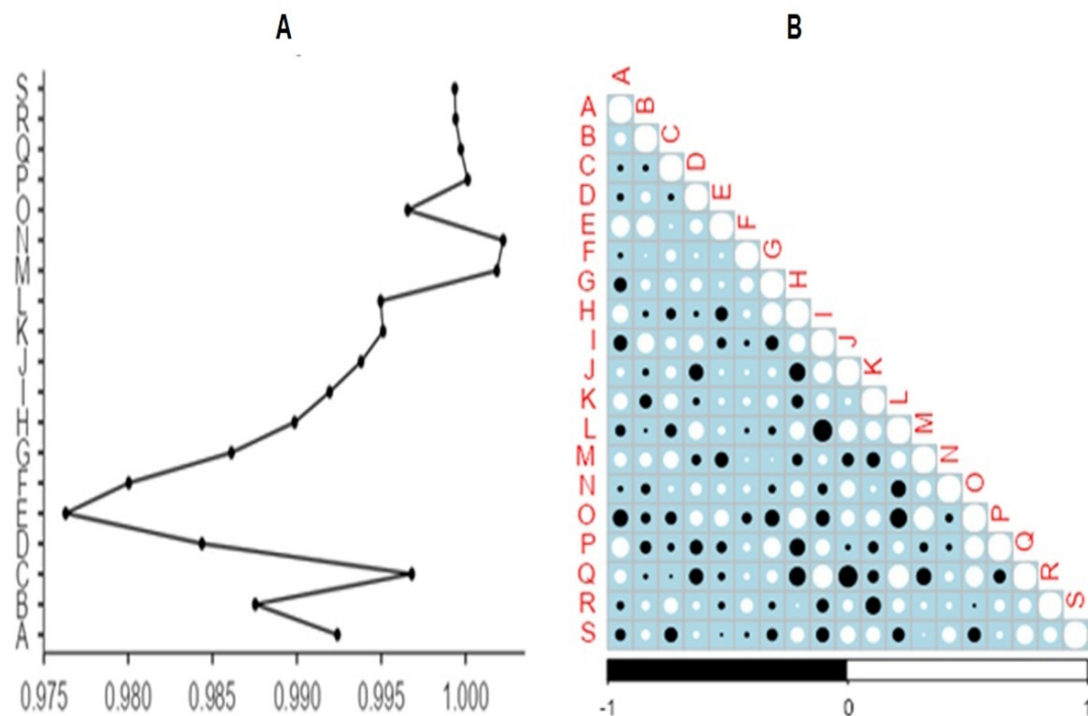
Results

Selection of the Most Important Variables for Determining Professors Mental Workload

The polychoric correlation analysis shown in Figure 2 identified the most relevant elements of mental workload among professors. Figure 2A shows a marked positive association between feeling exhausted at the end of the day (N) and emotional exhaustion (M), along with a notable negative relationship between the time available for decision-making (S) and emotional exhaustion (M). Figure 2B confirmed this structure by showing that N and M had the highest centrality values within the network, positioning them as the most influential and connected components of the mental workload model.

Figure 2

Factor loadings graph based on polychoric correlations (2A) and Heat map of the polychoric correlation matrix for mental workload variables (2B)



Mental Workload Model with Most Relevant Variables

Variables were prioritised to identify the most relevant indicators of mental workload from the initial set of items (A–S). This selection was based on the polychoric correlation network and the centrality values obtained (Figure 2). The complete network was estimated from the polychoric correlation matrix, and force centrality

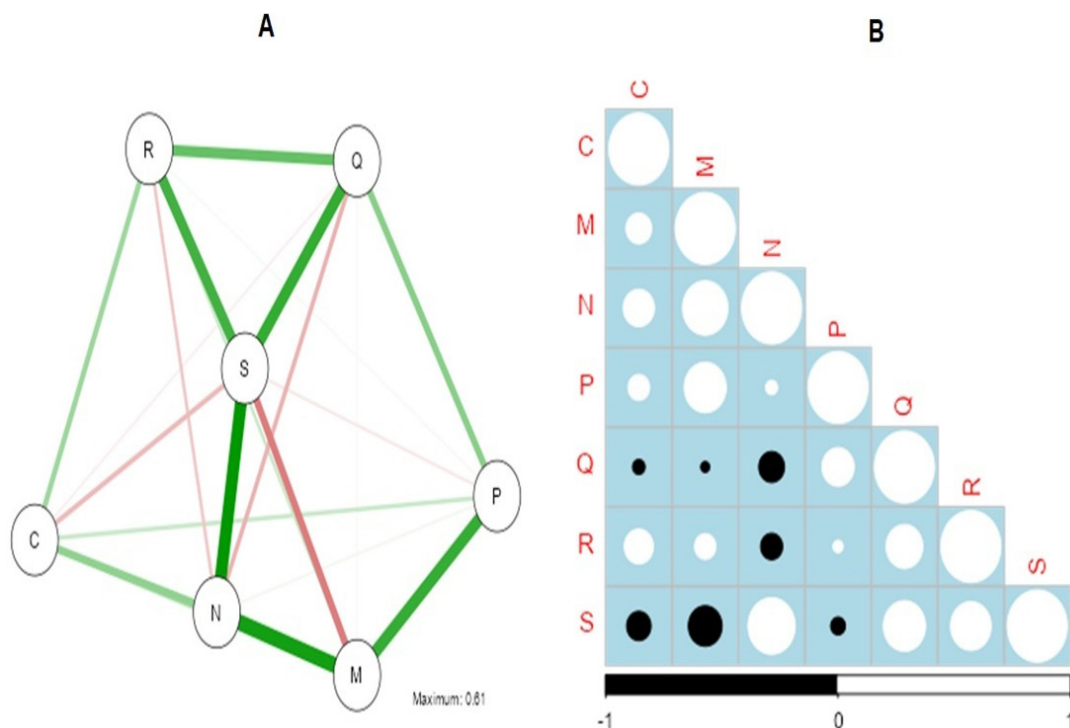


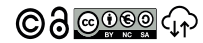
values were calculated for each node. Based on these results, only the variables with the highest centrality values were retained, while those with low contributions were discarded. This procedure reduced the network to a set of variables with greater structural weight and improved the clarity of the model.

The items with the highest centrality, i.e., those with the strongest connections within the network, were chosen to construct a simpler and more robust final model. This data-driven procedure allowed the analysis to focus on the variables most closely linked to the mental workload perceived by professors, improving both the interpretative clarity and statistical strength of the model (Figure 3A).

Figure 3

Final mental workload model for ULEAM Extension Bahía de Caráquez professors. Network visualisation of polychoric correlations among mental workload indicators. Nodes represent survey items (S = time available for decisions; Q = time allocated per task; R = time available for work; N = exhaustion at end of working day; M = emotional exhaustion; P = difficulty relaxing after work, with green edges indicating positive correlations and red edges indicating negative correlation. Edge thickness corresponds to the strength of the correlation, with the strongest association reaching a maximum absolute value of 0.61 (3A). Depiction of correlations among selected items, highlighting the significant relationships identified for constructing the final model. ULEAM Extension Bahía de Caráquez professors (3B)





Based on these variables, a second analysis was carried out, reducing their number to improve model fit and clarity in the interpretation of the results. The mental workload model for professors at ULEAM Extension Bahía de Caráquez was as follows: The time I have available to make decisions required by my work (S) was highly significant ($p < 0.001$) and directly proportional to the time assigned to each of the tasks (Q), the time I have available to do my work (R), and feeling exhausted at the end of the working day (N). While N was directly related to feeling emotionally exhausted by my work (M) and finding it difficult to relax after work (P). On the other hand, the time I have available to make decisions required by my job (S) was highly significant ($p < 0.001$) and inversely related to feeling emotionally exhausted by my job (M) (Figure 3B).

Discussions

Positive Relationship Between Decision Time and Task Allocation

The time available for decision making (S) showed high significance ($p < 0.001$) and a direct relationship with the time allocated to tasks (Q). This indicates that the more time available for decision-making, the more time was allocated to each task. This finding suggests that greater decision-making capacity allowed for more detailed and efficient planning of the time spent on different activities, which may contribute to better work management. The direct relationship highlights the importance of having sufficient time to make decisions in improving time organisation and work performance. However, 40.4% of respondents rated S as very insufficient to insufficient, and 44.2% rated Q similarly.

The direct relationship between time availability for decision-making (S) and time allocated to tasks (Q) indicates that professors who perceive greater decision-making capacity also report more adequate task time allocation. However, 40.4% of respondents rated S as very insufficient to insufficient, and 44.2% rated Q similarly. This suggests that a significant proportion of professor's face time constraints that hinder effective task planning and execution.

Naumann (2019) found that individuals with greater cognitive competencies showed a stronger relationship between task difficulty and time allocation. Although the present study did not measure reading comprehension or strategies directly, the findings suggests that future research should explore whether similar cognitive competencies moderate the relationship between decision-making time (S) and task time allocation (Q) among university professors.



Positive Relationship Between Decision Time and Time I Have Available to Do My Work

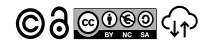
For variable R, 34.6% of respondents said that the time they have available to do their job is very insufficient to insufficient. This lack of time creates additional pressure that can increase mental stress. For variable R (time available to carry out work), 34.6% of respondents rated it as very insufficient to insufficient. This perceived lack of time creates additional pressure that can increase mental stress. According to Hernández & Cenicerros (2018), educational quality depends mostly on core competencies such as mastery of content, enthusiasm for teaching, and effective interaction with students. However, the present study did not measure these competencies directly. Future research should examine whether perceived time insufficiency moderates the relationship between workload and teaching performance.

Self-efficacy refers to how professors perceive their ability to perform certain actions and achieve specific results. This perception of efficacy is closely related to the beliefs they have about their abilities. Numerous studies have addressed efficacy and excellence in university professors, highlighting that educational quality depends mostly on core competencies such as mastery of content, enthusiasm for teaching, and effective interaction with students (Hernández & Cenicerros, 2018).

According to Ozamiz-Etxebarria et al. (2020), professors also face the need to adapt quickly to technological developments and use them as pedagogical tools, especially in unforeseen situations that require the rapid creation of new educational programs. These circumstances generate uncertainty and anxiety, which has led several studies to report a decline in teaching performance, accompanied by burnout, stress, and even feelings of worthlessness and loneliness, with negative implications for educators' mental well-being.

Positive Relationship Between Decision Time and Exhausted at End of Working Day

Responses for N were 61.5% between somewhat agree and strongly agree. The finding of a positive relationship between time available for decision-making (S) and exhaustion at the end of the working day (N) suggests that professors who report having more time available for decision-making also tend to experience higher levels of end-of-day exhaustion. This may indicate that greater decision-making demands or responsibility, rather than time scarcity per se, contributes to mental fatigue. This finding is consistent with previous studies highlighting how high perceived workload can predict problems such as stress and general discomfort (Ford & Jin, 2015). In university teaching, there has been an increasing trend towards taking on additional administrative responsibilities, often without adequate compensation. Abouserie (1996) pointed out more than two decades ago that administrative work was perceived as a source of stress for professors.



Furthermore, Bryson (2004) found that 60% of teaching staff in the UK considered administration and bureaucracy unpleasant, while 49% felt that the workload interfered with their personal lives and 24% reported intolerable levels of stress. Other studies have reinforced this view by showing how workload generates stress in both work and personal life (Bonaiuto et al., 2019).

Positive Relationship Between Feeling Exhausted at the End of the day (N) and Feeling Emotionally Exhausted by my Work (M)

The data indicated that a high percentage of respondents feel exhausted at the end of the working day (63.5% somewhat to strongly agree) and feel emotionally drained by their work (61.5% somewhat to strongly agree). This overlap suggests a strong correlation between physical exhaustion at the end of the day and general emotional exhaustion. In line with the Millennium Development Goals, the United Nations established the Sustainable Development Goals for 2030, with the third of these goals focusing on 'ensuring healthy lives and promoting well-being for all people throughout their lives.' Within the framework of sustainable development, universities play a crucial role in promoting their own sustainable growth through the provision of education, skills, and employment.

In addition, these institutions are central to the advancement and promotion of development in their community (Bratianu & Bolisani, 2015). According to UNESCO (2017), academics are a key force in educational reform and sustainable institutional development. Thus, the well-being of university professors is essential to maintain and strengthen this driving force. Ensuring the wellbeing of university professors is therefore not only crucial for their own health but also for the success and sustainability of educational institutions and community development, aligning with the global goals of promoting wellbeing and sustainable development.

The working hours of university professors are continuously increasing. Among the challenges of the teaching profession is job stress (Han et al. 2020), which has placed increasing pressure on academics (Lai, 2010) and made them susceptible to emotional exhaustion (Lackritz, 2004). Work overload is a common cause of emotional exhaustion among university professors (Garcia-Arroyo & Segovia, 2019).

Positive Relationship Between Feeling Exhausted at the End of the Working Day (N) and Finding it Difficult to Relax After Work (P).

The positive relationship between feeling exhausted at the end of the working day and having difficulty relaxing after work indicates that the physical and mental exhaustion experienced at the end of the working day may be closely linked to



an inability to switch off and relax. The data reveal that 61.5% of respondents feel exhausted at the end of the working day, and 55.8% have trouble relaxing after work. This coincidence suggests that a high mental and physical workload may contribute to a persistent state of stress and difficulty in regaining well-being outside the work environment. Similar data have been reported in previous studies, where exhaustion at the end of the workday has been associated with disconnecting and relaxing difficulties (Miller, 2019).

The inability to relax can contribute to chronic stress, which is associated with several mental and physical health problems, including anxiety, depression, and sleep disorders (dos Santos et al., 2021). Continued exhaustion without adequate recovery can intensify these problems. Difficulty relaxing can negatively affect the general well-being of university professors by reducing the quality of leisure time and increasing the risk of emotional exhaustion and burnout (Frank et al., 2015).

Negative relationship Between Time I Have Available to Make Decisions Required by My Job (S) and Feeling Emotionally Exhausted by My Work (M).

In particular, 40.4% considered the time allocated for tasks to be insufficient, combined with 63.5% feeling emotionally drained. This indicates that the lack of time for crucial decisions may be exacerbating stress and emotional exhaustion among respondents. This kind of pressure can lead to a deterioration in overall well-being, making it clear that there is a need for better time management and the establishment of policies that allow for a more manageable workload to prevent burnout. Burnout is a state of physical, emotional, and mental exhaustion caused by chronic stress in the workplace. The indicators mentioned, such as the perception of insufficient time to complete tasks and emotional exhaustion, are key symptoms of burnout (Fernandez-Suarez et al., 2021).

Education, and in particular higher education (universities), stands out as one of the areas with the highest prevalence of burnout syndrome, with estimates of up to 40% according to some authors (Stelmokienė et al., 2019). In recent years, numerous investigations have explored the causes of this high incidence, attributing it to factors such as high psychological demands, low rewards, mental overload, and the intense pressure of educating people at different stages of their life development (Ofei-Dodoo et al., 2019). The negative relationship between time available to make decisions and emotional exhaustion suggests that individuals who feel they do not have enough time to decide or manage their tasks are more likely to experience high levels of emotional exhaustion (Dinibutun et al., 2020).



Conclusion

The results of this research allow rejection of the null hypothesis, as a significant mental workload has been evidenced among the professors of the ULEAM Extension Bahía de Caráquez. The analysis of mental exhaustion dimensions reveals that health consequences and temporal organization are critical factors contributing to the increase in mental load on professors. Regarding health consequences, it was found that a high percentage of respondents reported symptoms of physical and emotional exhaustion, associated with chronic stress caused by work overload. This exhaustion is also reflected in difficulties relaxing after the workday, which can negatively affect both the mental and physical health of professors.

Concerning temporal organization, the data indicates that the insufficient time available for making decisions and carrying out essential tasks is a key factor that negatively affects the performance and well-being of professors. The perception of not having enough time to organize tasks generates a feeling of overwhelm and emotional exhaustion, contributing to the development of burnout syndrome. It is important to recognize that this study has several limitations. First, the research focuses on a single institution, which limits the generalization of the findings to other universities or educational contexts. The results specifically reflect the reality of the ULEAM Extension Bahía de Caráquez, so they may not be representative of other higher education institutions in Ecuador or other countries.

Based on the significant relationships identified—particularly between low decision-making time, high emotional exhaustion, and difficulties in post-work recovery—the following institutional actions are recommended to mitigate mental workload at the ULEAM Bahía de Caráquez Extension Campus. First, administrative burdens should be reduced by streamlining bureaucratic processes and delegating non-academic responsibilities to support staff. Second, time autonomy should be enhanced through the implementation of protected work periods, participatory planning mechanisms, and time-management training. Third, work–life boundaries should be strengthened by formalizing policies that limit after-hours communication and encourage adequate recovery time. Additionally, a faculty wellness program should be established to provide psychological support, stress-management workshops, and peer-support networks. Finally, faculty well-being indicators should be monitored annually using the key metrics identified in this study to assess the effectiveness of interventions and guide the continuous adaptation of institutional policies.



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Assessing Professors' Mental Workload via Polychoric Correlations to Improve Working Conditions at ULEAM's Bahía de Caráquez Extension Campus, Manabí

Conflicto de intereses

Los autores declaran no tener conflicto de intereses.

Declaración de contribución

Conceptualización, L.M-V., DR-L. y V.B.S.; metodología, L.M-V,DR-L. y V.B.S.; software, AC-L.; validación, L.M-V., DR-L. V.B.S. y AC-L.; L.M-V.,DR-L. V.B.S. y AC-L.; investigación, L.M-V.; recursos L.M-V., DR-L.; conservación de datos, V.B.S. y AC-L.; L.M-V.,DR-L.; redacción-redacción del borrador original, L.M-V., DR-L. y V.B.S.; redacción-revisión y edición, L.M-V., DR-L. V.B.S. y AC-L.; visualización, L.M-V., DR-L.; supervisión, V.B.S. y AC-L.; administración del proyecto, L.M-V,DR-L. y V.B.S.; obtención de financiación, N/A. Los autores han leído y aceptado la versión publicada del manuscrito.

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