



Burnout ... Century sickness destabilizing vocational education

Zineb El Atmani ^{1*}

Mourad Madrane²

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^{1,2}Interdisciplinary Laboratory of Research in Pedagogical Engineering, ENS, AbdelmalekEssaadi University, Tetouan, Morocco



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Zineb El Atmani^{1*}, Mourad Madrane²

^{1,2} Interdisciplinary Laboratory of Research in Pedagogical Engineering, ENS, AbdelmalekEssaadi University, Tetouan, Morocco

*Corresponding author

Email : zineb.elatmani@etu.uae.ac.ma¹, madrane2000@yahoo.fr²

ABSTRACT

This is a novel concept that is not superimposed on any psychiatric diagnosis but can contribute to depression. In this sense, it is a characteristic disease of the helping relationship that encompasses and overcomes stress, where the loss of meaning in work occupies a prominent position. Nursing teachers must employ their skills and competencies to provide effective and high-quality care to carry out their assigned responsibilities. However, this efficacy can be impeded by arduous tasks and particularly in a demanding work environment. This study aims to shed light on the stressful conditions encountered by these professionals and to identify the factors that influence the onset of burnout at the level of Graduate Institutes of Nursing and Health Technology (ISPITS). In this way, significant actions can be taken to prevent this professional affliction and establish a salubrious work environment that fosters the professional development of teacher.

Keywords: burnout, nursing teacher, factor, depression, work

INTRODUCTION

Burnout has become a trendy term used to describe the result of chronic work stress or overload (Enzman, 2005). Incidence of psychological health problems in the workplace, including anxiety disorders, depression, post-traumatic stress disorder, burnout, and brownout (Lupian, 2010), has been increasing alarmingly since the early 1990s. According to the World Health Organization (WHO), burnout is a syndrome resulting from chronic occupational stress that is not correctly managed and is characterized by "a feeling of exhaustion, cynicism, and a loss of effectiveness" (WTO Report, 2019). Burnout has three fundamental dimensions: emotional exhaustion, dehumanization of the relationship with others, and a diminishing sense of accomplishment (Canoui, 2004). Burnout is a real mental health problem that can affect any person who exercises a professional activity without distinction of status (Enzman, 2005).

Burnout affects a significant number of workers in the human services sector and has consequences for the professional, social, and family life of the exhausted individual as well as the organization for which he or she works (Freudenberger & Richelson, 1980). Health professions are particularly vulnerable to burnout, which occurs when one doubts or despairs the meaning of one's professional practice (Bara-Rico, 2012). Burnout can lead to a loss of a sense of accomplishment, and depression rates ranging from 12% to 81% have been reported among intensive care providers. This rate is higher when staff is burnt out, with a significant proportion of nurses (65%) and physicians (50%) considering leaving work (Bara-Rico, 2012). Burnout may cause anxiety, eating disorders, substance abuse problems, or suicidal thoughts (Lupien, 2010).

Numerous studies on burnout have been conducted in recent years (with more than 2500 publications), mostly among healthcare personnel who experience emotional fatigue, depersonalization, and a sense of not succeeding. Burnout affects the majority of nurses (25-65%), but the frequency and rate of burnout vary widely across nursing domains (Rushton, Batcheller, Schroeder, & Donohue, 2015; Tawfik & Al, 2017; Wei & Al, 2017). Another study conducted in Morocco in 2000 by Agoub & Al highlighted the burnout syndrome, particularly among individuals working in direct contact with patients requiring assistance, support, and care. Caregivers are under constant stress, which is a potential source of burnout (cited by Benattia, 2007). In addition, nursing teachers are exposed to an enormous workload, which can lead to stress and burnout (Doudin et al., 2011; Laugaa & Bruchon-Schweitzer, 2005; Rascle & Bergugnat, 2013; Brunsting, Sreckovic & Lane, 2014). The tasks of nursing teaching staff are complex and different from those of nursing staff in hospitals (Nault, 2007). In addition, nursing teachers must make a transition from professional identity as a specialist to the identity of a trainer (Nault, 2007). Teachers may experience a critical period, particularly when they enter the profession or at the end of their career, with 10% to 14% already experiencing burnout (Gil-Monte, Carlotto & Gonçalves, 2011; Laugaa, Rascle & Bruchon-Schweitzer, 2008; Rascle & Bergugnat, 2013). Some European studies have found percentages between 17% and 28.

Several studies have explored the prevalence of burnout among nursing teachers. For example, a study conducted by Chan et al. (2020) in Hong Kong found that 31% of nursing teachers experienced burnout, while a study conducted by Kowalski et al. (2018) in the United States found that 47% of nursing faculty reported high levels of burnout.

The consequences of burnout among nursing teachers are numerous and can impact both the teachers themselves and their students. Burned-out teachers are more likely to experience decreased job satisfaction, decreased work performance, and increased rates of absenteeism and turnover (Bakker et al., 2014). Additionally, burnout among nursing teachers can negatively affect the quality of education that nursing students receive, resulting in lower academic achievement, decreased student satisfaction, and increased dropout rates (Kowalski et al., 2018).

Moreover, the treatment of Burnout is heavy: according to Legeron (2018), it combines a very long work stoppage with great difficulties to return to an activity, long-term drug treatment, and psychotherapy to rebuild emotions and self-esteem. This is why the author considers prevention an absolute priority. This prevention cannot be done without a precise determination of the factors influencing the appearance of Burnout. It should therefore be pointed out that several factors are likely to be responsible for its.

To prevent burnout among nursing teachers, several strategies have been suggested. These include reducing workload, improving organizational support, providing professional development opportunities, and promoting self-care practices such as exercise and mindfulness (Bakker et al., 2014). Additionally, building resilience and coping skills among nursing teachers can help them manage stress and prevent burnout (van der Heijden et al., 2018).

METHODOLOGY

To conduct this literature review, we searched multiple academic databases, including Google Scholar, Cinahl, Pubmed, Medline, Erudit, Scopus, Sciencedirect, And Cairn. Our search strategy included relevant keywords such as burnout, nursing teachers, stress, COVID-19, interpersonal conflict, depression, health professionals, factors of burnout, and pathology of the ideal. We limited our search to scientific articles written in English or French to ensure the quality and scientific rigor of the sources.

We examined the selected articles based on several criteria, including their relevance to the topic of burnout among nursing teachers, their methodological quality, and the extent to which they contribute to our understanding of the factors that contribute to burnout among this population. We then synthesized the findings from the selected articles, highlighting the most important themes and conclusions. The purpose of our review was to provide a comprehensive overview of the current state of knowledge on burnout among nursing teachers, identify gaps in the literature, and suggest directions for future research.

LITERATURE REVIEW

I- Teachers at ISPITS: a multiplicity of tasks and professional tasks

The role of teachers at ISPITS encompasses a range of tasks and professional responsibilities. Nursing education includes theoretical and practical training to prepare students for their roles as nurses, and experienced nurses and health professionals impart this training to nursing students. Temporary teachers are appointed after their request is validated by the school board, upon the proposal of the directors and assistant directors, if they possess professional and pedagogical experience in the relevant field to be taught (El Majhad, 2001).

Permanent teachers at ISPITS are government health officials who hold the state diploma of the second cycle of paramedical studies in the section of paramedical education, possess technical and pedagogical competence in the disciplinary fields, have an undergraduate degree from IFCS or equivalent degrees, and have worked as a teacher in former IFCS before the date of publication of the decree establishing ISPITS. In addition to meeting these qualifications, teachers are expected to analyze the educational needs of students, develop new teaching methods, design specific teaching-learning techniques, facilitate the acquisition of life skills, implement assessment and pedagogical innovation techniques, propose new pedagogical techniques and learning tools, supervise students during practical placements, and direct a school pedagogical plan (Talbot & Arrieu-Mutel, 2012).

Teachers at ISPITS and professionals in the field have a significant role to play in shaping the behavior and performance of trainees. They impart empirical knowledge, know-how, and know-how-to-be through their experiences and interactions with trainees (El Majhad, 2001). To fulfill their responsibilities, teachers must provide theoretical instruction with the support of tutorials and practical assignments, and internships take place in health facilities or other relevant institutions. Permanent teachers supervise students during their internships, which adds to their workload and can be a source of stress (El Majhad, 2001).

The ultimate responsibility of teachers is to train professionals who will contribute to the continuous improvement of healthcare quality, nursing education, and administration (Maamri, 2007). To achieve this goal, teachers must possess technical skills, such as a thorough knowledge of the education system, pedagogical and didactic skills, and mastery of didactic and educational science tools. They should have a deep understanding of

pedagogical science and education, facilitation and classroom management skills, and training engineering knowledge (Talbot & Arrieu-Mutel, 2012). In addition, teachers should have personal qualities such as initiative, adaptability, flexibility, autonomy, intellectual curiosity, and the ability to transmit knowledge with confidence and good listening and reactivity skills (Maamri, 2007).

In a nutshell, teachers at ISPITS play a crucial role in training nursing professionals who will improve the quality of healthcare and services, nursing education, and administration. They must possess the necessary technical and personal skills to fulfill their responsibilities effectively.

II- The COVID-19 pandemic exacerbates burnout among teachers

The COVID-19 pandemic has had an unprecedented impact on education systems worldwide, causing considerable disruption to teaching and learning. As a result, many teachers have been adversely affected by this crisis. The pandemic has had significant economic, political, and social consequences, and emergency decisions have been taken by governments to curb its spread. These decisions have affected various areas of life, including higher education, including the Higher Institutes of Nursing and Health Technology (ISPITS).

On 16 March 2020, ISPITS in Morocco suspended face-to-face classes and replaced them with distance learning to ensure the continuity of pedagogical activities during the crisis. This sudden change presented significant challenges to both teachers and students. ISPITS teachers were required to adapt rapidly and adopt new digital communication methods without the benefit of official institutional platforms like those available to Moroccan universities. This situation has led to a sense of abandonment by the Ministry of Health, the supervisory authority, among a significant number of ISPITS teachers and administrators, who have struggled to adapt their teaching and maintain close contact with their students. In the nursing and health technology field, close teacher-student interaction is crucial for quality learning (Mouloudi, 2020).

The year 2020 will remain a memorable year for most teachers due to the significant adjustments they had to make to their teaching methods, increased responsibilities, and heightened creativity (Azevedo et al., 2020). Within a few days, teachers were required to switch to online teaching platforms, which came with various challenges, including technological difficulties and the absence of direct interaction with students. Governmental measures to prevent the spread of the virus have affected the educational community significantly and have been a subject of discussion. Teachers have been experiencing fatigue, irritability, and anxiety due to the stress associated with meeting established standards, lack of recognition, and heavy workloads.

A study conducted in fall 2020 by Da Costa, Alioum, Doyon, and Loye (2021) among 352 teachers aimed to understand better their emotional state during the pandemic. The preliminary findings indicate that 86% of the teachers experienced some level of suffering, discomfort, abandonment, or helplessness, with the feeling of not doing their job well and being in constant danger being the most prevalent. Among 63 teachers, 63% reported feeling anxious, uncomfortable, or distressed, with these feelings being present for at least half of their teaching time. Analysis of this study reveals three main aspects associated with teacher burnout:

1. **Adapting to health guidelines:** Frequent human interactions in teaching work during the pandemic have highlighted a perceived dissonance between the health standards announced and the reality of the school environment.
2. **Feeling of abandonment:** Teachers feel left to themselves without support, partly due to the lack of harmony between government directives and the reality of work. This negative sentiment is also attributed to the lack of recognition of the profession by society and the shortage of human resources and materials, which have been exacerbated by the pandemic.
3. **Heavy workload:** Teachers feel overwhelmed by the workload, which they perceive to have increased during the pandemic. The frequent changes in health guidelines, depending on the level of contamination, have also contributed to a feeling of permanent insecurity.

The demanding nature of teaching and the additional stresses imposed by COVID-19, including the sudden transition to remote teaching, lack of training and adjustment time, and increased workload, increase the risk of burnout. Therefore, it is imperative to support teachers in coping with these challenges and preventing burnout.

III- Factors contributing to burnout

1. Factors Related to the Teacher

The process of burnout can be caused by certain factors related to the individual. These factors are internal or endogenous, specific to the person, thus confirming the theory of Freudenberg, which emphasizes personal factors rather than Maslach's. Concerning the factors specific to teachers, it mainly involves a discrepancy between the desired ideal and the reality that the teacher faces, known as the "pathology of the ideal" (Blase, 1982; Lebigot & Lafont 1985; Scarfone, 1985). Several authors define burnout as such. (Blase, 1982; Lebigot & Lafont, 1985; Scarfone, 1985, cited by Doudin & Al, 2011). The teaching profession rests on humanistic values that are sometimes idealized but undermined by the reality of everyday life, making it the human and ideal nature of the profession that sets it apart (Curchod-Ruedi, Doudin, & Peter, 2009).

One factor related to burnout in teachers is their level of self-efficacy. Self-efficacy refers to a person's belief in their ability to succeed in a specific situation or task. Teachers with low levels of self-efficacy may struggle with feelings of inadequacy, which can contribute to burnout. A study conducted by Dinis and al. (2020) found that teachers with higher levels of self-efficacy reported lower levels of burnout.

Another factor related to burnout in teachers is their level of emotional intelligence. Emotional intelligence refers to the ability to understand and manage one's own emotions, as well as the emotions of others. Teachers with high levels of emotional intelligence may be better equipped to handle the emotional demands of the job, which can help reduce burnout. A study by Klassen and Chiu (2010) found that teachers with higher levels of emotional intelligence reported lower levels of burnout.

Workload is another factor related to burnout in teachers. Teachers who are overloaded with work may feel overwhelmed and stressed, which can contribute to burnout. A study by Ng and Feldman (2012) found that teachers who reported higher levels of workload also reported higher levels of burnout.

According to Évéquoz, Director of the Counseling Service, OOF in Geneva, those concerned about burnout are individuals who were enthusiastic about their profession and had a high ideal of the teaching profession, but the results they obtained were often below their expectations. This disillusionment can cause teachers to become inefficient in their work, exacerbating the lack of positive results. As the gap between the level of professional requirements and the professional's sense of effectiveness increases, it becomes a significant source of stress (Doudin & al. 2011). Several authors have shown that stress is a major cause of emotional exhaustion (Laugaa, Rasche & Bruchon-Schweitzer, 2008). Stress is a physiological reaction of the body to face imminent danger, where several hormones including adrenaline and cortisol are immediately secreted, preparing the body for a physical effort, such as an attack or flight (Vasey, 2012). Stress has a major influence on burnout, but several studies (Fimian, 1984; Folkman, Lazarus, Gruen & DeLongis, 1986, cited by Doudin & al. 2011) have shown that an element becomes a source of stress by the way it is perceived and managed. Évéquoz (1984) points out that the most exposed to burnout are those who have "difficulties in dealing with the stress situations inherent in the profession of teaching." In addition, the desire to please everyone, an inability to say no, and wanting to please others at all costs can be a risk factor. By doing so, they feel they exist. In this regard, Bichsel (2004) refers to the perfectionist side that may predominate among burnout candidates and which, in many cases, falls into a fairly high or even inappropriate level of requirements (Zanotti & Thibodeau, 2007).

Another threat to teachers is low self-esteem, which is a key risk factor for burnout. Psychologist Goumaz (1998) states that depressed and nervous-exhausted teachers all had a significant and characteristic decline in self-esteem, which seriously damaged their image. Low self-esteem can have a significant impact on working life, influencing the teacher's attitude toward the class, the relationship with students, the management of discipline, and communication with colleagues. In research by Albanese and Fiorelli (2009), cited by Doudin & al. (2011), it was observed that teachers with a constructivist conception of intelligence development are more at risk of burnout than teachers with an innate vision. This can be explained by the significant investment in the work of teachers whose vision is constructivist, as they believe they have an important role to play, unlike their colleagues with a more innate conception. This makes them more likely to suffer from burnout.

Additionally, personal life and resources can constitute a risk factor. If an active person does not have interests or other activities outside of work, they are more likely to suffer from burnout. The same is true if they have few people to find support from. A complicated personal situation, such as a breakdown, death, or another difficulty, can increase this risk. According to Baumann (2006), an accumulation of responsibilities outside of work can also expose a person to burnout.

Regarding demographic personal factors, research reports inconsistent results in terms of the relationships between burnout dimensions and years of work experience. While some find no correlation between these variables (Lauermaun & König, 2016), others show that young teachers obtain higher scores on the dimensions of emotional exhaustion and depersonalization than mid-career teachers (Friedman & Farber, 1992). Both early career teachers and teachers after 15 years of practice may have the greatest propensity for burnout (Chang, 2009). However, teachers nearing retirement report a marked decrease in the sense of personal accomplishment, showing much lower levels of self-fulfillment at work and thus a lack of satisfaction with teaching in this age group (Friedman, 1992; Lauermaun, 2016).

Psychological personal factors, such as certain personality traits, are also regularly highlighted to better understand burnout. For example, higher levels of neuroticism (a tendency to feel unpleasant emotions) are frequently associated with higher scores in the three dimensions of burnout, particularly concerning emotional exhaustion (Kokkinos, 2007). Other research has also shown that the intensity of frustration and anger, constitutive elements of neuroticism (Widiger & Oltmanns, 2017), are associated with higher burnout levels (Chang, 2013). These results are all the more crucial given that among the range of emotions felt by teachers (anxiety, disappointment, hope, enthusiasm, pride), frustration predominates (Sutton, 2007).

Furthermore, various studies have shown that both personal and demographic factors can lead to burnout. In particular, certain demographic variables such as gender and educational settings may also affect burnout (Ponnelle, 2008; Pas, Bradshaw and Herchfeldt, 2010; Sadeghi and Khezrlou, 2014). Sex differences were

found in the three dimensions of burnout developed by Maslach. In most studies, women report higher emotional exhaustion than men (Byrne, 1991; Grayson and Alvarez, 2008; Zavidovique, Billaudeau and Alii, 2018).

Only a few studies have demonstrated an inverse association (Anderson and Iwanicki, 1984). Byrne (1991) and Lau, Yuen, and Chan (2005) reported significantly lower perceptions of personal achievement for female teachers compared to male teachers, whereas Unterbrink, Hack, and colleagues (2007) found the opposite. Men typically report higher levels of depersonalization than women (Russell, Altmaier, & Van Velzen, 1987; Byrne, 1991; Lau, Yuen, & Chan, 2005; Stoeber & Rennert, 2008; Zavidovique, Billaudeau, & colleagues, 2018). Fotinos and Horenstein (2011) discovered that female teachers are most affected by burnout syndrome.

In Ju's study, Lan and colleagues (2015) observed that neither gender nor age moderated the relationship between emotional intelligence and teacher burnout. However, Purvanova and Muros (2010) found that women experience slightly higher levels of emotional exhaustion than men, while men feel somewhat more "depersonalized" than women."

2. Relationship factors

Trendy teaching requires more and more interpersonal skills from professionals. Indeed, it requires the ability to build good relationships with students for their good development as well as their learning (Pianta, 1999). Similarly, the professional must do the same with the different actors in the school system (fellow teachers, management, etc.) as well as the people coming out of this framework but having a link with their profession and with whom they must collaborate (Pianta, 1999 cited by Doudin & al. 2011).

According to the following studies (Janosz, Thiebaud, Bouthillier, & Brunet, 2004), "the relational climate is the most correlated factor to the feeling of burnout among teachers." Indeed, one of the main factors is the problem of class management (problems of student behavior) (Doudin, Curchod Ruedi, & Baumberger, 2009), so student behavior and discipline management in the classroom are important factors. If students engage in poor, disrespectful behavior, lack of attention and class management is difficult, the risk of burnout for the teacher increases. If the professional enters the burn-out process, he may become even more intolerant of bad behavior (Kokkinos, Panayiotou & Davazoglou, 2005).

Similarly, as Farber (1991) explains, student indiscipline is a major cause of burnout. This point is also highlighted by other researchers, such as Hastings and Bahm (2003) which confirm that disrespectful behavior and a lack of attention on the part of the students had led to burnout in a teacher. As well as "disruptive students using violent behaviors or attitudes" (Friedman, 1995 cited by Doudin & Curchod-Ruedi, 2008). Also, previous studies seem to show links between the challenging behaviors of students in the classroom and the burnout risks of teachers (Aloe, Shisler, & Alii, 2014; Hoglund, Klinge & Hosan, 2015). Indeed, Hastings & Bham (2003), Kokkinos (2007), and Talmor, Reiter, and Feigin (2005) confirmed that disrespectful behavior and lack of attention on the part of students can be responsible for the burnout of their teachers. While student difficulties may be the cause of teacher burnout, it should also be noted that a high burnout level makes the teacher more intolerant of certain student behaviors (Kokkinos, Panayiotou, & Davazoglou, 2005). A final key point concerning students and class management is often a stressful test for the teacher. According to studies by several researchers, the behaviors of students classified as the most stressful for the teacher are violence (Chartrand, 2006), aggression (Leroux, Théorêt, & Garon, 2008), as well as disrespect and continual noise (Geving, 2007).

The results of a study by Hakanen, Schaufeli, and Bakker (2006), conducted among 2038 teachers, show that burnout is positively associated with various forms of psychological demand, such as students' inappropriate behavior overwork. Teachers who struggle with their students or lack the time to complete the various tasks of their work are more vulnerable to burnout. Adding to this is management support, which is one of the most favorable factors for the professional commitment of teachers (Duchesne & Savoie-Zajc, 2005; Klusmann, Kunet, Trautwein, Lüdtke, & Baumert, 2008).

According to Leiter and Maslach (1988), a work environment characterized by negative contact with colleagues or superiors may be associated with the development of burnout. These researchers report that strained relationships and conflicts at work require extra effort on the part of the individual in the performance of his or her duties. This can lead to a decrease in the ability to manage stress and increase the risk of burnout. These conflicting relationships are linked to depersonalization and decreased feelings of personal effectiveness and a lack of satisfactory working relationships.

According to Bergugnat (2009), teachers feel that they are not recognized by society and that they receive little or little support from their hierarchy. They also experience wear and tear as a result of the pace and activities of their work. Daily and over a very short period, they are required to perform a multitude of gestures and operations: listening, responding, moving, writing, managing the group, and maintaining its dynamics while being attentive to individuals, especially those in difficulty or those who are apathetic or restless. Indeed, the support offered by certain colleagues or by superiors is also important (Blanchod, 2008; Zanotti & Thibodeau, 2007). In addition, a sense of isolation helps to diminish the sense of personal accomplishment. A teacher who

sees support in their work environment is less likely to burn out. This is categorized into three types. This may be the sense of belonging to the school, the sum of actions that help the person, or the appreciation of the same person for the support received (Curchod-Ruedi & al. 2009).

Similarly, Truchot (2004) reports that support is a risk factor for burnout when deficient. On the other hand, if a teacher feels overloaded, but there is support from colleagues or superiors, they may have a moderating effect on burnout. Thus, maintaining good social relationships and receiving support from colleagues is essential for good psychological health at work (Kovess-Masféty, Rios-Seidel, & Sevilla-Dedieu, 2007).

Supportive relationships with colleagues, positive relationships with students, and organizational culture and support are all important factors that can impact burnout among nursing teachers (Chen, Lin, & Huang, 2021; Huang, Chen, Lin, & Chang, 2020; Kang & Kim, 2020). Research has shown that supportive relationships with colleagues can act as a buffer against burnout by providing emotional support and help with workload (Chen, Lin, & Huang, 2021). In addition, positive relationships with students, such as feeling respected and appreciated, can help to reduce burnout, while negative relationships with students, such as experiencing conflict or feeling undervalued, can contribute to burnout (Chen and al., 2021). Furthermore, a positive work environment that values work-life balance and access to support resources such as counseling or mentoring programs can help to prevent burnout (Huang et al., 2020; Kang & Kim, 2020).

As a result, the poor working environment of the institution is a factor that highlights inadequate regulations, poor understanding between teachers and sometimes management, and poor participation in decision-making and hence lack of consensus. (Genoud, Brodard & Reicherts, 2007). In addition to these factors, those encountered by the nursing teacher-trainers at the internship field level, Boudier (2005) points out that conflicts with the internship field staff, the need to keep up with the evolution of nursing care techniques and to cope with an increasingly demanding population and trainees.

3. Environmental factors

Burnout may be the result of sustained exposure to difficult-to-manage stress (Maslach & Jackson, 1981, cited by Curchod-Ruedi & al. 2009). It is therefore an external factor. The environment, or the work environment, can become more difficult if this stress is constantly present. Burnout can develop rapidly (Curchod-Ruedi & al. 2009). In the work environment, from an organizational point of view, we note the work overload. This appears to be one of the main sources of stress leading to burnout (Blanchod, 2008; Zanotti & Thibodeau, 2007). In reality, the teacher becomes increasingly exhausted if the workload is constantly high. Thus, the pressure of time makes working conditions difficult to manage and increases the risk of falling apart for the teacher resulting in a state of exhaustion (Maslach & Jackson, 1981, cited by Curchod-Ruedi & al. 2009). Indeed, the growth of student heterogeneity in classrooms contributes to an increase in the tasks that teachers have to perform in a day (St-Arnaud, Guay, Laliberté, & Côté, 2000). The increase in these tasks that teachers have to perform is not without consequences since they lead to an increase in the psychological demands of teachers. These can create a state of stress for the teacher as long as he or she does not have enough resources to do his or her job properly. Chartrand's (2006) study also shows that there is a link between psychological demands of work and the psychological distress of teachers. Work overload is one of the main sources of stress leading to burnout (Blanchod, 2008; Zanotti & Thibodeau, 2007). If the workload is constantly high, the professional will burn out and may become vulnerable. Thus, the administrative burden is an ancillary task to the teaching profession which is increasingly present today. This is a source of stress that could be related to burnout (Ecuyer, 2017). As Brunet (2006) points out, tasks are diverse and teachers are not always adequately trained to manage them. Sometimes, some requests are beyond the competence of teachers. The possible consequence is burnout (Curchod-Ruedi & al. 2009), as also mentioned by Edmond (2008) when listing possible causes of burnout. We can also add the lack of motivation and interest, a sense of inequity where teachers feel that they lack recognition and organizational support and that they are not sufficiently solicited when making decisions, difficult and exhausting working conditions that refer to a lack of recognition and opportunity for promotion (Cathébras, 1999; Loiról, 2000).

Indeed, this is another sociological phenomenon of contextual origin that can be observed as the basis of the development of burnout. It is a lack of support or recognition for the work done, the unclear limits of the tasks to be performed, or a lack of clarity of the objectives (Bichsel, 2004; Douidin & Curchod-Ruedi, 2008). As Zanotti and Thibodeau (2007) also point out, these factors can increase the risk of psychological distress.

Furthermore, research shows that the more dissatisfied teachers are with social support in their professional context, the more they experience high levels of burnout and the less satisfied they feel about their achievement (Ju & al., 2015; Fiorilli & al., 2017). Another factor, which further aggravates the situation, is role ambiguity, or what is called role conflict, that is, the boundaries between the different tasks to be performed are not well determined, so the teacher is sometimes supposed to do tasks that refer to administrative staff or even the principal. There is "confusion in the delineation of the roles of the various professionals involved in the field of education" (Cathébras, 1999; Lorient, 2000, cited by Douidin & al, 2011). Indeed, role conflicts and role ambiguities can also be detrimental to the psychological health of workers. Moreover, various studies show that

there is a relationship between conflict and role ambiguity and absenteeism, poor performance at work (Holt, 1982), as well as dissatisfaction at work, and a sense of anxiety and intention to leave the organization (Burke, 1993).

As a result, role conflict occurs when the individual is faced with conflicting or conflicting expectations from superiors or colleagues, or when these expectations are contrary to the individual's values, beliefs, or objectives (Nuri, 2007). According to Curchod-Ruedi: The tasks are diverse and the teacher does not always receive adequate training to be able to manage them best. Sometimes, some requests are beyond the competence of teachers, the possible consequence is a risk of burnout. In addition, there are other factors such as inappropriate job requirements, a lack of administrative support, organizational rigidity, time constraints, or a poor environment within the institution (Kokkinos, 2007; Chang, 2009).

Teachers are short of time to perform certain tasks, in particular administrative tasks (Genoud, Brodard & Reicherts, 2007). Therefore, work schedules can also contribute to the occurrence of burnout problems. Irregular work schedules, for example, are likely to interfere with circadian rhythms, causing sleep disturbances, gastrointestinal disorders, and excessive behavior such as food, tobacco, and alcohol abuse. In this context, an increase in the number of accidents and the level of absenteeism can therefore be expected (Frese & Semmer, 1986). Too busy working hours can also be a potential source of tension. Indeed, individuals who devote much of their time and energy to work may find it difficult to balance work and personal responsibilities. Some studies have shown that excessive hours of work do not necessarily increase productivity; rather, they tend to decrease the effectiveness and efficiency of individuals (Cooper & Roney, 1997).

A recent study by El Sherif, Boraie, and El Maksoud (2021) found that high workload and job demands were significant predictors of burnout among nursing faculty members. This study also highlighted the importance of adequate resources and support from the institution to mitigate the effects of workload and job demands on burnout.

Similarly, a study by Li, Liu, and Liang (2021) identified a lack of resources, including staffing shortages and inadequate financial support, as a significant environmental factor contributing to burnout among nursing faculty in China. This study emphasizes the importance of ensuring that nursing teachers have the necessary resources to effectively perform their job duties and reduce the risk of burnout.

In addition, another recent study by Liu, Li, and Li (2021) found that organizational justice, which includes fairness and respect in the workplace, was negatively associated with burnout among nursing faculty in China. This suggests that creating a fair and respectful work environment can help to reduce the risk of burnout among nursing teachers.

Also, factors of an economic nature or related to job insecurity or even moral harassment are part of it (Zanotti & Thibodeau, 2007). By way of summary, during his daily practice, the teacher gives his time to the health of his skills while it receives, in the majority of cases, little consideration. She is constantly exposed to factors that affect her health and that can lead her to the worst evil in her professional career: Burnout. These factors emanate either from the teacher himself (specific to the individual), that is to say, linked to the personality of his expectations, his values, and principles that confront unexpected realities, or from the work environment (relational or organizational), which can also worsen the situation and become a source of Burnout given their demands, but also by the lack of relationships or the lack of social support, as well as negative reactions on the physical, behavioral, psychological and emotional levels. The latter pose problems for the health of individuals but also for their work performance. To this is added the major triggers of Burnout, which are related to the field of work and which come from work overload, and interpersonal conflicts, which leads consequently to a severe form of Burnout until the abandonment of the profession.

Overall, these studies highlight the importance of environmental factors in contributing to burnout among nursing teachers and the need for institutions to provide adequate resources and support, manage workload and job demands, and create a fair and respectful work environment to prevent burnout.

CONCLUSION

Chronic fatigue, depression, and frustration resulting from an individual's commitment to a profession, lifestyle, or relationship are among the indicators of a concerning condition, popularly known as burnout. Although the term "burnout" has been in use for some time, its definition remains somewhat ambiguous and confusing. Nursing teachers are highly dedicated to their work and are consequently at an increased risk of experiencing burnout. These professionals approach their duties with enthusiasm, cope with stress, and navigate challenging circumstances regularly, which may lead to burnout over time. Therefore, it is crucial to emphasize that like any pathological condition, burnout necessitates treatment, monitoring, and surveillance measures to mitigate its risks. Nevertheless, as the old adage goes, prevention is better than cure. Consequently, it would be prudent and effective to invest in the prevention of burnout among all healthcare professionals, including teachers, who shoulder the responsibility of developing the professional competencies that the healthcare system requires. Rather than solely focusing on treatment, it is essential to adopt a proactive approach towards preventing

burnout. Finally, it is worth noting that further research on this topic would be highly beneficial in exploring aspects not covered in this study.

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