

## Burnout in the Virtual Teaching of Higher Education Teachers: A Psychological Perspective

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### Abstract

This literature review article focuses on the detailed analysis of exhaustion in virtual teaching in higher level teaching in order to know about the problems or different ways to reduce this variable and be able to achieve our functions or activities normally and effectively. The study is conducted qualitatively with a phenomenological approach. We want to determine how is the exhaustion in virtual teaching in different areas of education and to be able to evaluate different measures or possible strategies to be able to help teachers to face different adversities left by the pandemic. Different references of articles, theses, books etc. were used that were fundamental as a theoretical basis to compare with the different results obtained in the evaluations. It is recommended that teachers can participate in different meetings to make decisions or manage the essential factors within the institution: emotional exhaustion, admiration, educational management, pedagogy to optimize functions within these areas in order to maintain emotional stability and be able to face the different adversities left by the pandemic and be able to face them whether you are a teacher or student.

**Keywords:** Job burnout, virtual teaching, higher education, teachers, pedagogical strategies, emotional stability

### 1. Introduction

The study has been carried out on the exhaustion in virtual teaching of teachers who are part of virtual teaching, this being an important factor that is occurring at this time, as is the work exhaustion currently the teacher suffers from emotional fatigue, psychic fatigue, work stress and other ailments, known as "exhaustion syndrome" [1, 2, 3]. Challenges of the educational centers at present registers the achievement of the educational coincidences observed in the collective ethics, as well as in the various educational centers, the techniques and presentations that they currently provide the study to guide the educational task, until the programming of teaching of the sessions by the teachers [1, 4, 5]. The teaching community presents in this era according to studies that 8 out of 10 teachers suffer from exhaustion by teaching remotely since since classes begin they have to be sitting on their computer equipment and start their daily class, prepare the activities to be carried out, answer the phone, answer the messages of the parents, As well as attending to the daily activities of their family home, the problems of exhaustion by teaching occur for eight out of ten teachers as the main ailment of this profession [1, 6].

The emotional exhaustion also known as the "Burnout" or "exhaustion syndrome" is typical of the teaching career and has as vital importance deep psychological wear and tear providing them with the previous knowledge to their students with great vocation of service since to be teachers they were professionally prepared [7, 8, 9, 10, 11]. This difficulty of fatigue and emotional exhaustion is attributed, especially, to the lack of stimulation, to the monotonous and repetitive work, which makes teachers feel unmotivated and now that education is in virtual form the assessment of the emotional feeling that the teacher currently feels, it has been possible to identify that exhaustion can occur in extrinsic and intrinsic ways by which teachers could present this discomfort in relation to

the teachings provided, presenting an emotional fatigue being the single teachers those who present the best predisposition for teaching [7, 8, 9, 2,12].

The conception about mental health must be understood, according to the World Health Organization "Mental health is defined as a state of well-being in which the individual who has the capacities, to be able to face the stresses of life, can work productively and fruitfully and be able to make a contribution to his community [13]. It is important to mention the teacher who is highly exposed to contracting these discomforts that interfere with their health and mental state making it difficult to perform less in their working life and to work inadequately because they suffer from: The emotional exhaustion of teachers, The labor exhaustion of the teacher, intellectual exhaustion [13, 14].

When we talk about "Quality" we are affirming that one of the most common adjectives and satisfactory desire, that everything that is provided is good and that thanks to the clarity, and the good educational performance the teacher will achieve the fulfillment of his contextual desires providing the viewer with the quality and teaching in a synchronous and asynchronous way, achieving that the student can immediately discern any of the topics studied, is the level of study at which you develop [15, 16, 17, 18, 19]. It causes the teacher an intellectual, physical, emotional exhaustion involuntarily, since since teaching remotely the teacher since the beginning of his class is sitting at his computer, to prepare his classes, expose it, revive, evaluate, record, answer the queries of the student, parents, classmates, director, attend the conference sauce for virtual meetings, prepare to reach the student in new topics, and the right that has to be realized to be a mother or father when getting together and talking with the children, or having lunch as a family, is being left a little, Remote work has generated changes in the intellectual, physical and emotional development of the teacher causing exhaustion [15, 20, 21, 22].

If we talk about teaching quality, we must interpret what teachers are following and what kind of society they want to reach with values, For the first time the school enters home, and the family is involved in the development of virtual learning [1, 23, 24,19, 25, 26]. And this in turn brings consequences, such as that many of the parents have had to better understand and apply the learning process of each of the students and that of providing value to the teacher [15,1]. Other manifestations of disagreement that exist from virtuality is that of handling technological devices for pedagogical purposes, learning to lose, accepting frustration and valuing links [15, 1, 27,28,29 ]. In making this balance, we can accredit some questions that this complex time is leaving us as a lesson [15,1]. They are implanted by the school and it is she who has to implement the necessary methodology for teaching and must transmit it since, depending on the type of society we dream of, being is the type of society that we will be involved, there are two types of education of:

- Education for quality, where its purpose is based on the quality of teaching with economic and business values [15,1].
- Quality education where education based on a democratic education and with total social justice considering the service in values and in the formation of free citizens [1].

Education helps us to achieve many of our or within Intellectual and Labor Development, making us people with the ability to emerge and access a better quality of teaching achieved by our efforts, thus combating the poverty that exists in our country and therefore enjoy a better life [13,30, 31]. Education helps us to combat social inequalities, illiteracy and to achieve gender equality in every human being with the ability to excel and be who they want to be, because it is not enough to say it but to feel and live it, that is why it is important to feel this word in us [13,32,33].

The enthusiastic norm that can be gathered through behavioral techniques, such as the organic, epistemological, and exalted effects of each of the individuals come to give us the influence in delimited signature to achieve a goal within emotional regulation [34]. One of the most effective ways to regularize the emotions that come from third parties will address information involved within the thoughts and strategies that will provide greater control over each of the emotions that psychopathology strategies are generated [34].

Statistics have shown that the level of virtual teaching has encouraged the adaptation of online learning of both the teacher and the student for their learning process at the levels of academic training through technologies, these were provided by educational software that are already on platforms at the teaching level, study and parents [35, 8, 9, 2, 12]. The exhaustion of the teacher or also known by the name of Burnout syndrome is currently a research process since the teacher has to make much more creative interactions, seeking in the class to satisfy the result of virtual teaching and make the student interact and enjoy his class provided [35, 8, 9, 2, 12,42].

## 2. Methodology

For the development of the research work, searches were carried out in the databases of *Scopus*, *Google Scholar*, *MEDLINE* and *Scielo*. The Design Thinking method was reviewed, which uses the following steps: empathize, define, ideate, create and test. The study was phenomenological looking for an objective answer, based on the lived experience [15] of five people, three teachers and two students in the 4th year of high school, the approach is qualitative because it will allow teachers and students to reflect on their experience [4] in the application of the Design Thinking methodology, what is required is that through the interview the purpose of applying Design Thinking for the benefit of school entrepreneurship is explored [16].

## 2. Methodology

The study is carried out qualitatively with a phenomenological approach, considering for its study the presence of a survey that was applied to the 05 university professors, the study was made to more than 20 references to be able to issue a summary of the emotional exhaustion that the university professor goes through in virtual form [36, 37, 38, 39]. In this context that we have had to live, many challenges have been posed to exercise remote work since it caught us off guard and new teaching processes have had to be redesigned on university campuses, preparing platforms and training their teachers to meet the teaching challenges, reflecting Teachers have left the blackboards to today provide their knowledge through their computer screens digitally [36, 40].

On the other hand, we have the results obtained within the research of agreements to the extraction of data both as indexed scientific articles and repositories at national and international level.

**Table 1. Development obtained in the exhaustion of virtual teaching**

| Document Type       | Related Documents  | Document Quantity | Keyword                                   | Inclusion Criteria | Exclusion Criteria |
|---------------------|--|-------------------|---|--------------------|--------------------|
| Scientific Articles | emotional exhaustion<br>Stress for teachers Higher education | 138               | Emotional stability<br>Education Teaching | Education Teaching | Over 5 years old   |
| Thesis              | Virtual teaching<br>Education<br>Job Burnout                 | 50                | Pedagogical<br>Virtual Learning           | Pedagogical        | Over 5 years old   |

## 3. Results and Discussion

Following the systematic review is obtained and classified by the exhaustion for the teaching of higher education, therefore, you can observe the connectivity of similar or contrary concepts of higher students to refer to the content of researchers, so it is presented in a summarized way, that is why, the results and discussions of the study purpose will be written:

In the present article of [1] they indicated that the community of teachers presents between 8 to 10 of each teacher presents a situation of exhaustion in the way of remote teaching, since, sitting in a chair after being in front of their computer equipment, preparing the activities, answering the phone to the parents, Reply to messages. In this way, in the studies provided by different researchers, he sees in the case of teachers when they have the concern of their exhaustion after dictating virtual classes that today a huge evolution is generated after being faced with drastic change for reasons that hinder not only their fatigue but their state of sight that proposes to be used contact lenses. On the other hand, [7] he analyzed that mental and emotional exhaustion as also known as Burnout or burnout syndrome is typical of the teaching career and has as vital importance deep psychological wear and tear due to its subject of profession in which it is handled daily. In this way, it is reflected the situation in which the subject of virtual classes is handled daily by the mental descastto in which a teacher performs [8, 9, 2, 12, 42].

Therefore, [13] you must understand about mental health that the world health organization is where you define your state of well-being in which the individual who has the capabilities, to be able to combat the emotional tensions of his life, where he works productively. Teachers try to have an effort for what is developed in the issue

of fatigue and wear by situation in teaching. On the other hand, [13] he mentioned that it is important to announce to teachers that he is highly exposed to contracting these discomforts that influence the lack of teaching virtually. In this way, it is pleased to have a radical change in terms of didactic and more automated processes in the preparatory materials in which it can be handled quickly and effectively [13].

[13] He analyzed the approach that causes intellectual, physical, and emotional exhaustion that at the beginning of class has a wear and tear by topic on his computer machine, which prepares to provide the class to students, attending the conference room for virtual meetings. That is why an analysis is carried out in general to be able to develop and automate the solution processes in terms of the exhaustion in which a teacher handles. In addition, [34] one of the most effective methods of third-party emotion regulation will involve information related to thoughts and strategies that will allow better control of each emotion produced by psychoanalytic strategies [34].

[1] Teacher burnout, also known as burnout syndrome, is currently a research process because teachers must engage in more creative classroom search interactions to learn about the results of teacher burnout. Virtual teaching, which allows students to interact and enjoy their grades [41]. In this way, the best known knowledge on the part of teachers in burnout as a syndrome was analyzed, so a research process is currently carried out by teachers and researchers in interacting in the most creative classroom to know the results of teacher exhaustion [41].

We took into account the study of [1] where all teachers in a community of 8 to 10 people reported burnout in the form of distance education, sitting in front of computer equipment, preparing for activities, answering calls. Let parents answer the phone, information. On the other hand, in the study of [7] an analysis of mental and emotional burnout was taken, also known as syndrome that is why the case of teachers is seen to have a difficulty in their work issue because they present situations in which it covers fatigue and exhaustion in classes, so there are situations in which a huge concern is taken [8, 9, 2, 3, 42].

In this detailed report [43] they show a virtual evaluation of Ecuadorian teachers of higher level through a syndrome (burnout). This syndrome is an emergence of prolonged decisions to work and personal problems: emotional exhaustion, proclivity at work and lack of personal projection. As a result, we can detail that, of 399 higher level teachers, 120 were detected with high emotional exhaustion and 61 with moderate level. 60 users with depersonalization, 123 in full process and finally in the last stage was found with 63 users with low level of personal projection and 83 teachers with risks of harming their profession, being problematic the findings collected allowing consequences for the virtual modality or new experiences with technology. In the same way, it can be concluded that it is a consequence that today every higher level teacher feels personal concerns, of profession in his present and future, therefore the commitment he has with teaching, students and education [44]; [45].

On the other hand, the study [47] detailed that the virtual modality of students and teachers was a strong blow to personal and professional projection. After a systematic review evaluation, it was detailed that both students and teachers do not want to continue developing virtual courses due to the exhaustion and stress of spending a lot of time on a computer / mobile [47]. Finally, it was possible to know the perception of students and teachers to know the consequences that drag the virtual modalities in their day to day, that is why we look for different ways to be more creative and not feel the harassment in the classes or feel that you do not learn due to the different circumstances of the moment of learning or teaching [47, 44, 45, 42].

From my point of view, the teacher plays a fundamental part in the whole process of learning and teaching the future of each person [44, 45]. Teachers are required too much with hours of excessive workload, when making information material, reviewing exams, projects or etc., not to mention the personal problems you have at home, all this drags work and emotional exhaustion putting your health at risk [44, 45]. Sometimes teachers feel that they can not provide more benefits to their students or feel that they can not offer more and that can become harmful since the information does not reach the students; do not learn or inquire and becoming inefficient at work, so measures have been recommended for the virtual modality because until now it is not known when it can be adapted to the face-to-face [46, 8].

#### **4. Conclusions**

Teachers are frustrated by a lot of workload and reason for the virtual modality since the pandemic around the world. In the study of [3] Peruvian teachers were evaluated through 2 tests (Burnout syndrome and life satisfaction in teachers of regular basic education) of virtual modality allowing to obtain results necessary for the description

of the test [3]. It was detailed that most teachers feel very fulfilled and grateful with life however they present a high level of emotional and work exhaustion for the projects in charge, personal problems, students and preparation of material all this is harmful since they can not provide 100% of their abilities obtaining a majority of users in depersonalization [3]. However, we have to consider the hard and laborious work that the teacher does to provide a quality class and to be able to provide the most information to the students, to be able to evaluate and stress of each student and without mentioning the deficiencies in technology then we must value and provide each teacher with motivational talks with level specialists so that they feel better about themselves and can adapt to the different changes in the world. that today affects the entire Peruvian population and the world [3].

Similarly, [41] in his article he allows to connect the educational organization with the emotional and labor exhaustion in teachers in times of pandemic in Peru [41 Jaramillo]. It was determined that teachers are more positive based on educational management, but have a lower than average level in the face of emotional and work exhaustion. It can be concluded that overwork, home problems [41]. With superiors, with students and technology causes excessive exhaustion of a teacher giving consequences that affect and harm students and themselves, but it is seen that there is a lot of effectiveness before the projection of life of their present and future of each teacher then it can be said that there is a level of moderate satisfaction to life and a low level of the average based on work and emotional exhaustion, but it can be treated with specialists in the field [41].

## 5. Recommendations

The institutional centers and any educational authority of the state should implement different emotional, psychological and management support techniques to facilitate the teacher in this time of pandemic that is very necessary to prevent a slight increase in burnout, work and personal stress of teachers before the different activities they must fulfill. It is recommended to monitor the processes of management, educational organization, labor, pedagogical and community administration since it allows to help society to improve socially and help each other in different activities with reference groups to improve interpersonal development and attitudes in teachers and students before the consequences of the pandemic.

It is recommended to the state or educational institutions to structure different techniques that can help emotional and work exhaustion in teachers and students, given that health has become a priority in any case and to be able to effectively highlight the activities or functions that we can perform, as well as maintain management with students before teaching and learning. Similarly, it is recommended to carry out a study of different methods or processes of specialist structure to treat the exhaustion of the professional in this case the teachers and measures can be taken to be able to effectively stand out in the activities or functions within the educational institution of basic, regular or higher level. In the same way, teachers are required to participate in different meetings to make decisions or be able to manage the essential factors within the institution: emotional exhaustion, admiration, educational management, pedagogy to optimize the functions within these areas in order to maintain emotional stability and be able to face the different adversities that the pandemic has left as a teacher or student. However, it is good to go to specialists who can help on the process of exhaustion, emotions or health in general due to side effects and be able to feel good in every way.

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