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HELPING FUTURE TEACHER EDUCATORS TO PREVENT BURNOUT

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Director
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Abstract

Teachers have a profession characterized by high levels of burnout and emotional exhaustion. Teacher burnout has been widely studied; however, teachers’ lives and the connection between contexts, experiences and stories has not been studied in depth. The purpose of this study being to identify the causes of getting burned out in teachers-educators of the Education Sciences Faculty of La Salle University and how those causes are revealed through teacher-educators’ narratives. Those narratives allowed us to identify not just the causes but the consequences of getting burned out. While reviewing, analyzing and interpreting those teacher-educators’ narratives, we found out the main similarities and the differences of getting burned out. We argue that teachers design their own strategies to overcome burnout, and also they face tough situations by taking into account their experience and what they have gone through so they are able to prevent getting burned out. In order to prevent burnout, teacher-educators could follow some of the recommendations we found out which we present in this study. In addition, we argue that, the recommendations we talk about are strategies the teachers told us worked for them in order to ease teacher-educators’ burnout. We argue that more studies should take place on this field, so that the future teachers could identify themselves as burned out and start taking into consideration what studies show on preventing burnout. Finally, this is an invitation to the new researchers to look forward to helping others by building up awareness about applying studies to improve teachers’ practicums and their roles.

Key words: burnout, strategies to prevent burnout, teacher-educators’ narratives.

Résumé

Les enseignants ont une profession caractérisée par des niveaux élevés de fatigue et d’épuisement émotionnel. L’épuisement des enseignants a été largement étudié; Cependant, la vie des enseignants et le lien entre les contextes, les expériences et les histoires n'ont pas été étudiés en profondeur. Le but de cette étude est d'identifier les causes d'être brûlé dans les professeurs de la Faculté des sciences de l'éducation de l'Université de la Salle et comment ils sont révélés par les récits des enseignants-éducateurs. Ces histoires nous ont permis d'identifier non seulement les causes, mais les conséquences du sentiment de brûlure. En examinant, analysant et interprétant les récits des enseignants-éducateurs, nous découvrons les principales similitudes et les différences de sentiment brûlé. Nous prétendons que les enseignants conçoivent leurs propres stratégies pour surmonter l'épuisement et doivent également faire face à des situations difficiles en tenant compte de leur expérience et de ce qu'ils ont traversé pour éviter de se sentir brûlé. Afin de prévenir l’épuisement, les enseignants-éducateurs pourraient suivre certaines des recommandations que nous avons découvertes et présentes dans cette étude. Nous soutenons également que les recommandations dont nous parlons sont des stratégies que les enseignants nous ont dit qu'ils avaient utilisé pour eux pour atténuer leur épuisement. Nous soutenons que d'autres études devraient être faites dans ce domaine, afin que les futurs enseignants puissent être identifiés comme brûlés et commencent à prendre en considération ce que les études sur la prévention de l'épuisement montrent. Enfin, il s'agit d'une invitation pour les nouveaux chercheurs à se réjouissent d'aider les autres en s'appuyant sur l'application d'études visant à améliorer les pratiques en tant qu'enseignants et leurs rôles.

Resumen

Los profesores tienen una profesión caracterizada por altos niveles de fatiga y agotamiento emocional. El agotamiento de maestros ha sido ampliamente estudiado; Sin embargo, la vida de los profesores y la conexión entre los contextos, las experiencias y las historias no ha sido estudiada en profundidad. El propósito de este estudio siendo identificar las causas de estar quemado en los profesores de la Facultad de Ciencias de la Educación de la Universidad de La Salle y cómo se revelan a través de las narrativas de los maestros-educadores. Esos relatos nos permitieron identificar no sólo las causas, sino las consecuencias de sentirse quemado. Al revisar, analizar e interpretar las narrativas de los maestros-educadores, descubrimos las principales similitudes y las diferencias de sentirse quemado. Argumentamos que, los maestros diseñan sus propias estrategias para superar el agotamiento y también se enfrentan a situaciones difíciles tomando en cuenta su experiencia y lo que han pasado para evitar sentirse quemados. Con el fin de prevenir el agotamiento, los maestros-educadores podrían seguir algunas de las recomendaciones que descubrimos y que presentamos en este estudio. Además, argumentamos que, las recomendaciones de las que hablamos son estrategias que los maestros nos dijeron que trabajaron para ellos poder aliviar su agotamiento. Argumentamos que, se deben realizar más estudios en este campo, para que los futuros maestros puedan identificarse como quemados y comenzar a tomar en consideración lo que muestran los estudios sobre la prevención del agotamiento. Por último, esto es una invitación a los nuevos investigadores a mirar hacia adelante para ayudar a otros mediante la construcción de conciencia sobre la aplicación de los estudios para mejorar las prácticas como maestros y sus funciones.

Palabras clave: “burnout” o sentirse quemado, estrategias para prevenir el “burnout”, narrativas de maestros-educadores.
Helping Future Teacher Educators to Prevent Burnout

Introduction

This research aims to identify the strategies used to prevent the “burnout” syndrome by teacher-educators belonging to the undergraduate program in Teaching Spanish, English and French, Education Sciences Faculty, La Salle University. We as students of this major evidenced that, it was a latent situation frequently occurring to these teacher-educators inside and outside the classrooms.

First, our interest aroused when we began to understand that working as teacher-educators is not easy because their days are usually full of new challenges and tasks, and unfortunately sometimes those become causes of burnout. That is why teacher-educators must develop countless procedures to avoid burnout. Adding to that, many factors overwhelmed our teacher-educators. What may cause burnout is possibly students’ attitudes, workload both administrative and academic and much more. We know it is not easy to talk about these crushing moments, even though, that is what we look forward to hearing from our interviewees. Those are the ones we want to show in our work. Our research emerged from this interest. As researchers, we wanted to look for the most frequent origins that caused "burnout", being these factors possibly one of the reasons why our teacher-educators were getting overwhelmed. The other important part about our interests is that we wanted to show new language teachers what they might face in the future as teacher-educators. Nevertheless, we could not forget that we were working with “human-beings”. For that, we just studied teachers-educators’ narratives and what they say about preventing burnout. More importantly, how those stories could help prevent teachers-educators’ burnout.

For that, we designed the following question: What do teacher-educators’ narratives, belonging to the Education Sciences Faculty, say about preventing burnout? Three objectives
underpin this research study; the first looks to identify the causes that lead teacher-educators to get burnout from teaching. The second aims to acknowledge teacher-educators’ life experiences to prevent burnout, and the third points to unveil the strategies teacher-educators applied to prevent burnout. We decided to work on this project because we want to find the causes of this syndrome which is leading teachers to get burned out.

When we decided to include teachers-educators’ narratives, we knew they would talk about specific events remaining in their heads, because that relation between failing and overcoming was what we needed. The studies on teachers’ narratives highlight that the person reporting -in this case the teachers-educators - would talk about their past and their most difficult moments when teaching, that is what narrative is about: describing a moment and the way it unfolds through time, the places where it has happened and the people involved (Hernández, S. 2006). We took in those three factors due to the connection between the knowledge they acquired and their “concern” as teachers-educators to help others. Bad experiences could not be so important for the person that suffers, but by having a written document related to their background, our readers, possibly going through the same, could feel they can rely upon this study, taking likely the most of this out. What we want to show then, is that what teachers-educators may want to forget could be very useful for those living up that “tough” moment.

**Conceptual Framework**

In this opportunity, we want to explore something that at least here in the Education Sciences Faculty of La Salle University has shown just little research. Our exploration consists of knowing the main causes and consequences of burnout that our teacher-educators experienced once they started teaching. Besides, what they say through their narratives about those experiences and the strategies they used to prevent burnout from teaching. For that, we found that
Burnout is a chronic pattern of emotional responses to stressful conditions in occupations that require high levels of interpersonal contact (Ganster, D. 1991). In some cases, most of the teacher-educators are burned out at any given time (Farber, 1991). What we definitely identified is that this syndrome takes place physically and emotionally when the person (in this case the teacher-educator) is immersed in long-term exposition to too much workload.

In general, studies related to our topic talk about what burnout is and how to prevent it. For example, in Brazil, studies have shown that the emotional exhaustion in teacher-educators known as burnout is even higher (Codo, 1999). Approximately, 39,000 education teachers are fatigued, and that number is still increasing. Teacher-educators that decided to stop teaching either because of the pressure or because of the workload never came back to work (Moura, 1997) - which tells us a lot if we think of our Colombian context where we can easily find around 190,000 teacher-educators. Moura (1997) is not the only one who says so, Leffingwell (1982), after getting burned out, points that a lot of teachers start quitting due to overload in their jobs. In addition, those teacher-educators in Brazil, were feeling emotionally overwhelmed, they said that at the end of every journey, they just wanted to go home and get some sleep – Some of them were still studying their masters or postgrads – and, knowing they had too much work to do (read their articles and research to complete their studies, grade students’ exams, upload their grades, go to teacher meetings) they still wanted to get some sleep because of the tiredness (Moura, 1997).

Furthermore, burnout is a response to the stress which has been increasing (Gil-Monte, Carretero, Roldán, & Núñez-Román, 2005), meaning that, depending on the context the teacher-educator is immersed, several symptoms such as: role stress, supervision, organizational conditions, professional concern and lack of professional recognition are going to start appearing.
What the authors mentioned above mean that by saying “context”, it refers more to those teacher-educators working in public institutions and going from one school to another trying to have a decent payment to live. There is one author, Foster (1980), who describes burned out for teacher-educators as “fatigued teachers”. Any kind of concern that teacher-educators daily deal with could become a cause of getting burned out, in this case as an addition the context.

Studies on burnout talk about “work overload”, which is one of the most common factors and one of the main causes of it. Work overload embraces plenty of tasks which are a strong factor for the start of burnout syndrome, since the high exigency of the demands in the context of work, together with the limited time to perform the tasks would generate emotional exhaustion (Carlotto, M. S., & Palazzo, L. dos S. 2006). In addition, the causes that lead to burnout are “administrative conflicts, lack of perceived success, role conflict, role ambiguity, attempts to maintain values and standards, inadequate salaries, amount of direct contact with students, job insecurity, work overloads, teacher-student ratio, chronic discipline problems, and lack of materials” (Leffingwell, 1982).

Prieto Ursúa and Bermejo Toro (2006) say that in a research study that took place in Uruguay, they demonstrated that not just internal factors lead teacher-educators to burnout, but also external factors because, through teacher-educators’ stories, the researchers were told that at least 15 percent of the participants were receiving threats. That is something we have not heard from our teacher-educators, but must be taken into consideration, so that our readers may know a way to face those kinds of situations. In this case, we all know that some consequences already exist, but how can we notice when a teacher-educator is already burned out? Some symptoms advise us that something is wrong such us: anxiety, cynicism, excessive absenteeism, boredom,
alcohol and/or drug abuse, accident proneness, susceptibility to illness, weight gains or losses, unexplained rashes, angry outbursts, and depression (Belcastro & Hays, 1984).

Moreover, something that researchers have noticed is that teacher-educators’ health is getting worse. All those factors we already mentioned have a negative impact not just on their daily lives, but on their body itself. They get fatigued mentally and physically, being those the main consequences. Some examples go as follows: they do not eat on time because of their schedules, they wake up early and go to bed very late – so they are not having enough time to sleep, (Carskadon, 2004), “Sleep is the forgotten country and is not getting the attention it merits. It plays out in the home, in the pediatrician’s office, and in school. Sleep is an important factor in the lives of teachers” (p. 144). However, if teacher-educators learned to recognize sleep problems, they would not be able to manage them, because pretty much it is something every one of them has to deal with.

For example, some mental consequences include loss of enthusiasm for work, psychic wear, indolence towards those whom they serve to and feelings of guilt for negative behaviors and attitudes developed at work. Physically burnout is basically illness, sleep disorders, irritability, motivational imbalance, emotional imbalance, and lack of appetite, fatigue, depression, anger, headache, weight change, and confusion (Freudenberg, 2010). For these consequences, there is a new acronym, which is “SQT” -Síndrome de Quemarse en el Trabajo, something like “Syndrome of being burned out at work” (Ratto, Coral, Silva & González, 2015). That acronym does provide an easy definition when talking about our research topic. Either mentally or physically those consequences will not be taken into account if nobody says anything about it.
There is when we thought about looking forward to hearing from our teacher-educators’ narratives and what they had to tell us not just about the consequences they have had experienced but the big picture of this issue. We definitely have to talk about teacher-educators’ narratives which are prominent to this study since it is the methodology to collect every single piece of information about burnout from teacher-educators. As each person has something to say related to places, people and time, these factors become important to us in this study because they are the ones our own teacher-educators use to tell and narrate those incredible stories. Those teacher-educators are the ones we see every day, the ones that teach us and the ones that are helping us become better teachers.

In summary, our research until this point specifies some characteristics of burnout causes and consequences, and a clarification beyond our results could have information without support, however; studies need to keep working on spreading results and letting teacher-educators know what their colleagues have gone through so either these new teacher-educators design their own strategies to prevent burnout, or they put into practice some of the ones they will encounter in our study.

**Research Methodology**

This research study was done under the principles of *Narrative Inquiry*, which bases on the phases of observing, thinking and acting. As a definition, this type of qualitative research must be flexible and open; it is based on the phases of observing, thinking and acting (Kinnear, 2010). Along with that, we found emancipation which is part of narratives, it intends to make a profound social change as its main objective (Kinnear, 2010). At this juncture, we also hit upon that narratives will better show not just the problems teacher-educators face/faced but what these teacher-educators narrated to confirm they actually overcame those problems.
Based on our research topic, we kept on collecting information mainly through life stories and experiences. These stories were biographical and autobiographical. Additionally, we managed narrative designs, its purpose was to analyze and describe the stories of each teacher-educator and their surrounding environment. Also, the main purpose of applying the interview as an instrument to our research was to collect the information we were going to work with and analyze it looking forward to responding to our objectives and research question. Thirdly, the narrative design contextualizes the time, place and the sequence of events described by the person, which has to do with our collecting data process (Hernández, S. et al., 2006).

The questions designed applied to our context, which is very important when starting a research. The instrument we used was the interview. We used semi-structured pre-planned and open-ended questions to find out the way teacher-educators prevented burn out. Those ones have been pre-planned and we also had alternative questions with a great range of interview strategies. The interviews were held in Spanish because we did know that all teacher-educators have something to say, regardless they speak English or not. The main purpose was to get the best out of them by getting exactly what they want to express in their first language. In addition, when doing narrative research…

It has to be planned and prepared for like other forms of research activity but what is planned is a deliberate half-scripted or quarter-scripted interview: its questions are only partially prepared in advance (semi-structured) and will therefore be largely improvised by us as interviewer. But only largely: the interview as a whole in a joint production, a co-production, by you and your interviewee.” (Wengraf, 2001, p. 9).
For this study, we worked with five teacher-educators from La Salle University. All of them have full time schedules, but some of them work in other universities. Three of them were women and the other two were men. They are currently teaching in the university’s night shift and taking into account that and the years of experience they had (around 20) we decided to have a talk with them and invite them to participate of this study. Once they gave in, we arranged time and place and we performed the interviews. Once we had all the information, we did the following steps: transcription, analysis underlining the experiences and then the knowledges and interpreting the results. Our teacher-educators are around 45 and 65 years old and through this study, we will show a little bit of their lives and their experiences when teaching and when dealing with unexpected situations.

Those teacher-educators have been given the following letters and numbers (which will appear in the results tables) to avoid saying their names: T1, T2, T3, T4 and T5. We approached them directly to set up the place and the time they were going to be interviewed. The interviews lasted less than thirty minutes and after that we transcribed the outcomes and we started doing what we described earlier. However, the process of analyzing the information will be shown in “Data analysis methodology”.

**Data Analysis Methodology.** Narrative Analysis was used making sense of events and experiences. We know that when analyzing the collected information, we have to look forward to interpreting everything, and the way we structure the meanings that can be found from data. We have to go beyond when organizing the information because we as researchers have to provide the best outcomes after using any instrument. We decided to work with Clandinin’s and Rosiek’s text, *Mapping a Landscape of narrative inquiry* (2006) which helped us to have a guide when analyzing the information. They describe a process that has to do with four steps. First is looking
for experiences; then, from the participant teacher-educators’ experiences, we had to identify what they have learned by themselves about burnout. Third, we had to identify from the narratives the time when that experience took place, then the people that were involved in the teacher-educators’ narrative and finally the place where the experience took place and when experiencing that story, the teacher-educator is talking about. Finally, we had to compare those experiences/narratives and categorize the common facts they went through by putting the knowledge the teacher-educators had and the experiences. That is what allowed us to find out differences and similarities from the participants’ voices about their experiences and then compare them to show results (Clandinin 2006).

By taking these steps into account, what we did was initially analyzing the interviews and looking for experiences by underlining them. From those experiences, we looked for what was that learning that the teacher-educators learned by himself that allowed them to have some knowledge about facing future encounters with the same situation. Then, we took the evidence and looked for a place, time and people involved. Finally, we designed a table to actually show the differences found and the similarities between the teacher-educators’ experiences.

As Clandinin (2006) says, “a narrative is a representation that describes human experiences as it unfolds through time” (p. 122). We as researchers can use paper and start writing down what we find out, but basically we can build a general perception before analyzing the data, that way we could better understand after organizing and conceptualizing the data we already collected.

When doing narrative analysis, we can constantly use comparative analysis (Connelly, F.M. and Clandinin, D.J. 1990), and that will help us to take a piece of data (in this case, the interviews we collected) and compare them with the other interviews, that way developed the
conceptualization of possible relations between the pieces of data that we already had or categorization. Something we considered was to take into account not just the place, the people or the time, it was also important to be aware of the context the teacher-educators were involved in. It is the reaction with the world the one that lets us know the pertinence of the information collected.

When analyzing the information, we compared and started performing analytic questions to know why one teacher-educator said something, and why the other said something completely different. That is why, when working with Clandinin’s text, we found out that that significant information is the experiences and the knowledges the teacher-educators found in themselves.

In the comparison process, for categorizing the patterns, we decided to use the letter “K” to represent the “knowledges” every single teacher-educator came up with. That means, what they learned themselves after going through the same thing repeatedly. If for example, we used “K1”, that means that it described the knowledge a teacher-educator pronounced. Those “knowledges” were analyzed and classified considering the different categories we worked on. In the table, they will appear as “Experience”. Those experiences will be included in two parts of our work, at first sight “Similarities” and in the second place “Differences”. We also used the letter “E” to show the “evidences”, those are the ones that support our study since we worked with narratives. They literally tell us what the teacher-educators said. From there, we started going into more depth regarding our study. In addition, we categorize the strategies some of these teacher-educators told us. In this study, we just did not look forward to having teacher-educators’ stories but also to elicit from them those tactics they found out useful to face the syndrome we have been touching throughout this research, burnout.
Moreover, we found out that those patterns allow us to polish the analysis in case we see that we can collect even more information, meaning that, we will have the opportunity to refine the focus of analysis in order for our research to be completed, structured and well-designed (Clandinin & Rosiek, 2006).

Results

Mainly, we would like to say that it has been an honor for us to work with this topic, we have found interesting narratives and the five teacher-educators we interviewed far were willing to support our project. At the beginning, they did not show that much excitement, however, at the end, they wanted to know more about our project and they told us that our questions and our vision were coherent and applicable.

Therefore, what we are showing in here is: the causes that lead these teacher-educators to get burned out from teaching. They have been split up, but still all of them are directly related to one of our main goals, which has to do with the way burnout started affecting their lives.

Our results are going to be presented as follows: first of all, we will reveal our three main outcomes: similarities, differences and strategies which were taken from the analysis performed to the interviews where we identified common patterns, different ones and what the teachers did to prevent burnout. After displaying those outcomes, we will explain why they were chosen as main ones and each of them will also incorporate the main characteristics found throughout our interpretation, meaning subcategories. Secondly, we will be showing a table for each of those findings, every single table is going to tell us what the teacher-educator (the interviewee) learned by himself and it will include the evidence, meaning what the teacher literally said during the interview. Finally, we will summarize the results and their interpretations.
Similarities. After going through our interviews, we clearly identified those aspects that burned our teacher-educators out. And like we said before, some similarities started coming up: disciplinary domain, class preparation, administrative management, contact with the students, students’ reinforcement, and students’ attitude.

Administrative management. Here, we can see that two teacher-educators agreed upon the fact that administrative management should not be a teachers’ task. For a teacher-educator, administrative management could be: dealing with academic meetings, helping directors or someone else related to his environment at work, workload, and academic events, among others.

Table 1

<table>
<thead>
<tr>
<th>ACKNOWLEDGING</th>
<th>EVIDENCE</th>
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<tbody>
<tr>
<td>T1, K1: The teacher begins to get “frustrated” when he has to fulfill tasks that do not correspond to the academic management.</td>
<td>“yo a veces me siento y me he sentido así, “Quemado” es por la cantidad digamos de tareas insulsas a veces que corresponden a la gestión administrativa y que eso hace que uno como profesor como que pierda ese horizonte y ese sentido de lo que debe ser realmente fundamental para uno que es la docencia” T1, E1</td>
</tr>
<tr>
<td>T3, K1: Managing administrative issues should not have to do with the job of being a teacher.</td>
<td>“manejar cuestiones administrativas que no tienen que ver con el desempeño del docente” T3, E1</td>
</tr>
</tbody>
</table>

This table shows to us that to deal with administrative tasks did not appear to be the most salient element that contributed to burnout, which we thought would be likely to. What teachers claimed here was, that administrative responsibilities are out of teachers’ scope, and they should be carried out by the administrative departments.
What called our attention is that we might think that administrative management is something that burns out every teacher, and since we have just two teacher-educators out of five talking about it, it does not. However, we encountered here that when a teacher does not have a lot of assigned work can be focused on his role as a teacher-educator.

**Disciplinary domain.** These findings indicate that these new teacher-educators, the ones we want to approach, and still "us" the researchers, have to be focused on learning what is going to be needed when performing our roles as teacher-educators. They are findings that point out to those students that do not think it is important to learn for being better professionals and agents of change to transform lives for good.

### Table 2

**Disciplinary domain as a similarity among burned out teacher-educators.**

<table>
<thead>
<tr>
<th>ACKNOWLEDGING</th>
<th>EVIDENCE</th>
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<tr>
<td><strong>T1, K1:</strong> Facing disciplinary domain is one of the most complicated things. That happens to the teacher himself, when finishing his degree.</td>
<td>&quot;Una de las dificultades cuando uno comienza por lo menos para mí en los dos primeros años fue el dominio disciplinar&quot; <strong>T1, E1</strong></td>
</tr>
<tr>
<td><strong>T1, K2:</strong> It is a &quot;must&quot; to do additional studies to improve the disciplinary domain. That happens to the teacher himself</td>
<td>&quot;Uno sale de la Universidad y uno no tiene muchos conocimientos o pocos conocimientos sobre algunos temas, y cuando uno empieza a trabajar uno empieza a sentir la necesidad de esos conocimientos que uno por x o y razón no adquirió en la universidad&quot; <strong>T1, E2</strong></td>
</tr>
<tr>
<td><strong>T2, K1:</strong> We don’t have to believe the story that we all are “teachers” and that we know “everything”. That happens to the teacher himself, which is the one that did identify that lack of knowledge when finishing his degree by the time he started working in the classroom, he just realized that he had not internalized most of the information he wanted to share.</td>
<td>&quot;creerse el cuento de que uno es docente, de que uno está parado frente a un auditorio, frente a un grupo y que tiene una responsabilidad muy grande y es contribuir, a transformar vidas a través de un conocimiento disciplinar, eso le avoca a uno a aprender, a caracterizar un grupo, a saber con quién está interactuando uno&quot; <strong>T2, E1</strong></td>
</tr>
<tr>
<td><strong>T4, K1:</strong> Practitioners don’t know they have to go to schools, it’s a requirement the have to be prepared for. Since the very beginning. That happens to the future teachers, when starting their lives as teachers, in the practicing classroom.</td>
<td>&quot;los estudiantes que yo he visto que inician la práctica es como la sorpresa de encontrarse un grupo de estudiantes y no tener esta herencia en cuanto a organización de planeaciones de clase, de diseño de guías, de trabajo y bueno pues, como que les toca a ellos la práctica porque les tocó y muchos solamente van es por cumplir con ese requisito de la universidad, más no por lo que les gusta&quot; <strong>T4, E1</strong></td>
</tr>
</tbody>
</table>
Disciplinary domain, based on this table means that, it is to show the teacher manages his or her field of knowledge (education in this case) and that it is necessary to be prepared to face big responsibilities in terms of carrying out the role as a teacher, and being committed to learn by ourselves what was not covered in the university.

**Class preparation.** One of the things teacher-educators always tell their students is that: a teacher must not walk into a classroom without having something prepared. Teacher-educators also tell students that in the classroom the students are the ones that detect whether a teacher has or has not prepared his/her class. What happens is that after preparing all the material the teacher will work with, which might have taken him some time, suddenly “some” students start getting distracted, that tells the teacher that there is something missing when preparing the class so the teacher himself can get the best out of every single student. Inside the classroom, the teacher detects that lack of attention. It is something that really gets down any teacher, because after putting so much effort into the class, it seems like it wasn’t worth. However, it’s important to start thinking about generating doubts and concerns in the students when doing the preparation. Because most of the students that are about to get their diploma don’t reveal what they learned during their process as students.
Table 3

**Class preparation as a similarity among burned out teacher-educators.**

<table>
<thead>
<tr>
<th>ACKNOWLEDGING</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T1, K1:</strong> Teachers' effort is not valued by the students, the classroom does not show the interest expected by the teacher.</td>
<td>“he tenido muchos momentos frustrantes, cuando uno prepara las cosas, uno se esfuerza por preparar una clase con sus materiales, con la explicación, y aún así los estudiantes asumen una actitud de apatía” <strong>T1, E1</strong></td>
</tr>
<tr>
<td><strong>T2, K1:</strong> The planning of the class does not always correspond to the group which it is going to be directed to.</td>
<td>“Entonces lo que planeaba para un grupo de niños &quot;x&quot; idealizados, y cuando llegábamos nos encontrábamos con una realidad distinta, entonces nos encontrábamos nuevamente enseñando, entonces, fue una situación difícil” <strong>T2, E1</strong></td>
</tr>
<tr>
<td><strong>T3, K1:</strong> Preparing a class requires valuable time from the teacher.</td>
<td>“para uno preparar una clase, digamos, haciendo como una predicción de preguntas y preparación de la clase toma tiempo, entonces digamos que en ese sentido a veces ese tiempo le implica a uno sacrificar tiempo con otras personas o en cosas que son aparte de lo laboral y lo académico” <strong>T3, E1</strong></td>
</tr>
</tbody>
</table>

Even though, students know whether a teacher has prepared or not a class, they do not know the effort teachers do to come up with new activities and ways to explain new topics. This class preparation requires time from the teacher because for us as teachers plan A is not enough, teachers are likely to have at least plan B and plan C because not always what is prepared works properly. It is also time-consuming and in the worst cases, students do not appreciate this teacher’s task.

**Students’ reinforcement.** The following table shows to us that teacher-educators delay their teaching by advancing those who "do not care". It takes them extra-time. Those students do not just affect the teacher but the other students. In addition, what students learn at home is seeing in the university. Students must look forward to keeping good attitudes throughout their whole lives. In fact, our university (La Salle University) sees as a goal to form its students.
ethically and in values because it must be something students have to get before leaving the university.

**Table 4**

*Students’ reinforcement as a similarity among burned out teacher-educators*

<table>
<thead>
<tr>
<th>ACKNOWLEDGING</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T1, K1:</strong> Teachers are reinforcing students’ consciousness which should be something they come with before getting into the university.</td>
<td>&quot;Debo tratar de remediar en alguna manera esas actitudes o esa ausencia de, a veces reflexión, de consideración, hasta de humanismo&quot; <strong>T1,E1</strong></td>
</tr>
<tr>
<td><strong>T2, K1:</strong> In the university, it is not fair that teachers have to go back on topics already seen when teaching to help those students that did not pay attention in the previous semesters.</td>
<td>&quot;entonces hay grupos de chicos muy interesados y a otros que pareciera que todo les resbala, entonces estar &quot;nivelando&quot; me parece complicado&quot; <strong>T2, E1</strong></td>
</tr>
<tr>
<td><strong>T3, K1:</strong> Some students do not let you keep going due to their lack of knowledge.</td>
<td>&quot;entonces toca reforzarles y dedicarles tiempo, entonces eso también retrasa un proceso de la asignatura o del curso en el semestre&quot; <strong>T3, E1</strong></td>
</tr>
</tbody>
</table>

One of the teacher-educators told us that providing feedback is a teachers’ role, but when the student needs to reinforce something he is supposed to come to class with, there is when the students and the teacher himself start using class-time for something else, which is more related to the commitment a student needs to have.

**Contact with the students.** In this case, these findings are more likely to show that the contact with the students is a priority when thinking about teaching, it is something a teacher-educator must have under control to avoid getting burned out. Based on their narratives and what we have here -contact with the students-, it is not that you are their best friend, but that they find you someone willing to listen to them.
Contact with the students as a similarity among burned out teacher-educators.

<table>
<thead>
<tr>
<th>Table 5</th>
</tr>
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</table>

**ACKNOWLEDGING**

**T1, K1**: It is vital for the teacher to develop an “attitude” that allows him the opportunity of being respected when teaching inside the classroom. (That attitude has to do with authority and also with teaching by showing, that means being the right person to follow)

**T2, K1**: Students are not a game, teachers must respect them and apply the “human sciences” they are taught during the process of being a social factor within the classroom and even further among the society.

**T3, K1**: The teacher must identify and try to be aware that the students act differently depending on the age they have, the teacher should have the ability to know how these students behave depending on their age when trying to have an optimal relationship with them.

**T5, K1**: Teachers that get to have kids could better understand teens, it helps them to take into account their experience at the moment of creating a relation teacher-student.

**EVIDENCE**

"yo siempre he pensado que toda interacción con los estudiantes está amparada o se fundamenta en la actitud que uno asuma en la clase" **T1, E1**

"entonces me parece que desde la misma práctica humana uno debe tomarse enserio su trabajo y tomarse enserio los niños y los jóvenes" **T2, E1**

"hay algunas complejidades que sí, por ejemplo, en términos de identificar las generaciones, los comportamientos de algunas generaciones si presentaban algún tipo de complejidad para cumplir la labor" **T3, E1**

"yo tengo también hijos jóvenes, y entonces eso me ayuda también a entender la forma de ser de los estudiantes de acá" **T5, E1**

Students always know who they can trust and who they cannot. When they consider the teacher is not someone they can be in contact with, they tend to take it personally and in effect they misunderstand the purpose of the teaching-learning process.

**Students’ attitude.** The findings indicate that students’ attitude is factor that affects the teacher-educators the most. Either by not paying attention or by contradicting what they are learning when the teacher-educator is trying to carry out the new subjects in the classroom or in the program the university offers. It is the factor that burns out the majority of the teacher-educators. In addition, this attitudes are related to some aspects the students are going through:
their proximity to get graduated, their disappointment with the career - which sometimes tends to be something they did not want to study at the beginning-, their lack of interest, among others. It is delicate when a teacher does not know how to manage a situation happening either inside or outside the classroom.

**Table 6**

*Students’ attitude as a similarity among burned out teacher-educators.*

<table>
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<tbody>
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<td><strong>T1, K1:</strong> Teachers’ effort is not valued by the students, the classroom does not show the interest expected by the teacher.</td>
<td></td>
</tr>
<tr>
<td>&quot;he tenido muchos momentos frustrantes, cuando uno prepara las cosas, uno se esfuerza por preparar una clase con sus materiales, con la explicación, y aún así los estudiantes asumen una actitud de apatía” T1, E1</td>
<td></td>
</tr>
<tr>
<td><strong>T1, K1:</strong> The teacher when trying to teach or when interacting with some students detected a contradiction between what some of them are learning and what they are demonstrating inside the classroom, they are apathetic and they show no interest in the classes.</td>
<td></td>
</tr>
<tr>
<td>&quot;aquí en la universidad uno entra a un curso de noveno o de décimo semestre, y hay veces uno encuentra unas actitudes tan contrarias a la formación que eso a uno lo frustra, es como si la universidad, como si el programa, como si uno como profesor hubiera fallado en su labor, porque no logró transformar a estas personas, y eso es muy frustrante cuando uno descubre que hay estudiantes que ya están próximos a culminar sus estudios o preparación de pregrado y llegan a final y con actitudes que contradicen todo el proceso de formación” T1, E1</td>
<td></td>
</tr>
<tr>
<td><strong>T2, K1:</strong> It is hard to deal with the attitude of some students. That affects the teacher directly because teachers always want the best for their students so when trying to correct some behaviors students do not respond the way teachers think students would. Sometimes there is too much drama.</td>
<td></td>
</tr>
<tr>
<td>&quot;le dije a una niña que me parecía que su actitud no era la actitud adecuada para el grupo, y se puso a llorar y me dijo que qué desconsideración y unos lamentos tenaces, para mí fue súper incómodo” T2, E1</td>
<td></td>
</tr>
</tbody>
</table>
### Table 6

*Students’ attitude as a similarity among burned out teacher-educators.*

<table>
<thead>
<tr>
<th>T4, K1: Students in this degree must be more autonomous.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T4, K2: The lack of vision about what being professional really means from students.</td>
</tr>
<tr>
<td>T5, K1: Students in the last semesters are apathetic and feel disillusioned.</td>
</tr>
<tr>
<td>T5, K2: The students of this degree, apart from being apathetic, criticize the teacher and are aware of what the teacher does in the classroom to mortify him.</td>
</tr>
</tbody>
</table>

This table lets us review what teacher-educators face and this finding *students’ attitude* is apparently the one burns out teacher-educators the most. Students think they always have the reason and unfortunately when a teacher tries and goes back and forth intending to fix or repair any situation he/she gets really burned out. It is something they did not study for, however, teachers know it is something they will face sooner or later.

**Differences.** As we found out some similarities, the same happened when trying to elicit information from teacher-educators’ narratives and when analyzing it. We identified that based on their context, the places they worked at and the experience they acquired while working as
teacher-educators, they did not live exactly the same in some aspects such as: \textit{job instability}, \textit{distances and the pace of life as teachers}.

\textbf{Job instability.} Although it does not seem to happen frequently, when a teacher or teacher-educator starts working at a school, -here in Colombia-, they usually get a 10-month contract and the teacher does not know whether he/she is going to be there the next year or not, indeed, sometimes they do not know if they are going to stay there the whole year.

\textbf{Table 7}

\textit{Job instability as a difference among burned out teacher-educators.}

<table>
<thead>
<tr>
<th>ACKNOWLEDGING</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>\textbf{T4, K1: It is difficult to be thinking about how much a teacher is going to last in a college / university.}</td>
<td>&quot;\textit{una dificultad era como la estabilidad laboral, como saber cómo iba a ser mi estabilidad dentro de la institución educativa que en ese entonces era un colegio}&quot; \textbf{T4, E1}</td>
</tr>
</tbody>
</table>

As we noticed, job instability is not a common cause when talking about getting burned out, but still it concerns some teachers, especially those ones that do not feel prepared to face their “new jobs”, so if they are insecure about their performance, consequently the idea of getting not just burned out but fired could start appearing.

\textbf{Distances.} The teacher discovered and lived herself in an environment where distances between work and home overwhelmed her, additionally they generated mental and physical diseases. Also, teachers get burned out when they start rethinking about all the things they go through just to accomplish what they have been asked to do.
Table 8.

Distances as a difference among burned out teacher-educators.

<table>
<thead>
<tr>
<th>ACKNOWLEDGING</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T2,K1:</strong> The teacher herself. It’s not the same being a teacher at your 40s or 30s that being a teacher a bit older. When going from one place to another, when enduring those circumstances that lead you to disappointment. The teacher gets frustrated when realizing that every single day is kind of the same and that she is getting older. Nevertheless, talking to the students where she works helps her find out things to get busy with and stop thinking about getting burned out.</td>
<td><strong>&quot;Bosa que es tan lejos y yo que vivo acá cerca de la universidad (La Salle, sede Chapinero) y ... esas distancias me han empezado a agobiar&quot;</strong> T2, E1</td>
</tr>
</tbody>
</table>

In this table, we found out that this teacher-educator who works in the south of Bogota but lives in the north, near the university where she also teaches, has a shift from place to place which takes her approximately one hour and forty minutes in the morning and almost two hours when coming back to her place, those two moments are the ones when the city has more traffic and where any person could get burned out.

**Pace of life as teacher-educators.** When a teacher-educator realizes that: he must correct students’ work, that has more than one job, that sometimes he has to deal with administrative issues, reinforce students, look for strategies to maintain discipline inside the classroom, talk to parents, prepare classes, study on his own to improve his disciplinary domain, there he understands that teacher-educators’ pace of life is really overwhelming, that is why teachers tend to feel burned out.
Table 9.

Teacher educators’ pace of life as a difference among burned out teacher-educators.

<table>
<thead>
<tr>
<th>ACKNOWLEDGING</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>T3, K1: Here, the teacher is the one who sacrifices his time to accomplish good results even if he has to do some more things somewhere else. The teacher also found out that preparing the classes, or grading his students, took him some time that he did not have, so he had to look forward to looking for additional time. At home, after work, which is the strategy he found out to stay tuned for the coming work without having “anything” pending.</td>
<td>&quot;No solamente la preparación de clases, la lectura sino también las calificaciones etc. Y a veces, también depende mucho del número de estudiantes y de cursos que uno tenga, y si son digamos, de diferentes asignaturas y de diferentes temáticas, pues digamos que se le vuelve a uno un mundo más complejo&quot; T3, E1</td>
</tr>
</tbody>
</table>

Strategies used by teacher-educators to prevent burnout. In this final part, we are going to show those strategies the teacher-educators we interviewed told us were used to prevent burnout. They are incredibly interesting, because evidently, there are few places where you can really find strategies that help you out preventing burnout. Instead, what teacher-educators do is, they create them little by little. Their experience gives them and helps them increase their...
knowledge but also the way they face unexpected situations. Below, we will show a table with the strategies every teacher-educator told us has used to prevent burnout:

Table 10

*Strategies used by the first teacher-educator to prevent burnout*

<table>
<thead>
<tr>
<th>STRATEGIES USED BY TEACHER 1</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>T.1 To improve disciplinary domain, because this allows to strengthen the didactic part so that the students learn the topics in a meaningful way for them and finally to strengthen the ethical aspect as teachers.</td>
<td>&quot;por eso yo opté por afianzar en primera medida eso -El dominio disciplinar-, para luego afianzar la parte didáctica, y luego seguir reafianzando mi aspecto también ético como profesor&quot;.</td>
</tr>
<tr>
<td>T.1. Having an excellent attitude in the class towards the group, also having group management to achieve a complementation with the disciplinary domain will help the teacher through the ways of teaching in a more comfortable manner, more joyful and it will give him self-confidence.</td>
<td>&quot;mi actitud que siempre me ha ayudado eso fue digamos como algo que, que me condujo a mí por los caminos de la docencia de una manera como, como más firme, con mucho más gusto, con más alegría, si, y como con más confianza en mí mismo&quot;</td>
</tr>
<tr>
<td>T.1. Generate an interest in knowledge, demonstrating it with the example of the teacher so that there is a good relationship with the student. It is necessary to generate a broad sense of trust in the student.</td>
<td>&quot;generar en el estudiante una expectativa frente al conocimiento y un interés por el conocimiento, pero si yo no demuestro o no manifiesto ese dominio disciplinar, pues tampoco voy a generar en el estudiante ese efecto&quot;</td>
</tr>
<tr>
<td>T.1. Teachers always must perform a reflection and an examination of conscience to guide their thoughts and actions, in order for them to improve things that are not doing well.</td>
<td>&quot;yo opto como por tranquilizarme, opto por hacermme un examen de la cosas que yo no estoy haciendo bien y que debo mejorar, entonces digamos que en ese proceso como de cataris empiezo a pensar como en otras posibilidades de cómo interactuar con los estudiantes&quot;</td>
</tr>
</tbody>
</table>
Table 11

*Strategies used by the second teacher-educator to prevent burnout*

<table>
<thead>
<tr>
<th>Strategies Used by Teacher 2</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>T.2. Do not accept disciplines when you do not handle them.</td>
<td>&quot;uno acepta cosas y uno debería saber decir ¡no! cuando no es del dominio disciplinar, o cuando uno se desvía del campo de comprensión&quot;</td>
</tr>
<tr>
<td>T.2. Study and prepare a lot to take the profession seriously.</td>
<td>&quot;uno debe estudiar y preparar mucho&quot;</td>
</tr>
<tr>
<td>T.2. As a teacher and in personal life maintain a cheerful emotional tone.</td>
<td>&quot;La otra es la alegría, o sea, siempre pienso que uno estando alegre como con ese tono emocional tranquilo y alegre, puede resolver el día a día por más tensión que haya&quot;</td>
</tr>
<tr>
<td>T.2. Enrich cultural life.</td>
<td>&quot;he enriquecido mi vida cultural entonces voy a conciertos, o voy a exposiciones o con los amigos en las tertulias conversando&quot;</td>
</tr>
</tbody>
</table>

Table 12

*Strategies used by the third teacher-educator to prevent burnout*

<table>
<thead>
<tr>
<th>Strategies Used by Teacher 3</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>T.3. Make better use of time, trying to complete tasks at home and after work.</td>
<td>&quot;De pronto, más como ciertas estrategias, por ejemplo: levantarme más temprano de lo usual para poder hacer más cosas, o aprovechar los fines de semana por ejemplo, cuando uno tiene un espacio libre por ejemplo, entonces creo ha sido como una estrategia que me ha brindado un poco más de tiempo para hacer las cosas&quot;</td>
</tr>
<tr>
<td>T.3. Take the most out of the profession.</td>
<td>&quot;hay que sacarle como el mayor provecho, hay que digamos disfrutarla un poco, y eso es lo que he hecho, entonces tal vez, eso me ha permitido no generar una actitud negativa completamente hacia la labor&quot;</td>
</tr>
<tr>
<td>T.3. Approach workmates that help you develop social abilities within the University.</td>
<td>&quot;sacarle como provecho al ser docente, sobre todo en la labor, no específicamente en términos económicos&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;tratar con gente, digamos que eso le da cierto dinamismo, por lo cual no es una labor repetitiva o cansona&quot;</td>
</tr>
</tbody>
</table>
**Table 13**

*Strategies used by the fourth teacher-educator to prevent burnout*

<table>
<thead>
<tr>
<th>STRATEGIES USED BY TEACHER 4</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>T.4. Accompany and motivate the students.</td>
<td>&quot;acompañarlos, de motivarlos, de mostrarles a través de mi testimonio el gusto y la identificación que tengo con mi profesión docente.&quot;</td>
</tr>
</tbody>
</table>

**Table 14**

*Strategies used by the fifth teacher-educator to prevent burnout*

<table>
<thead>
<tr>
<th>STRATEGIES USED BY TEACHER 5</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>T.5. Conduct research to be up to date. Researching will also help you have your students engaged.</td>
<td>&quot;yo tomo cursos de actualización, estoy buscando siempre información en la WEB, afortunadamente hoy hay mucho por explorar y siempre estoy buscando digamos actividades y estrategias que sé que a los estudiantes les llama la atención y que de alguna manera los motiva, entonces esa constante búsqueda de llevar más cosas a la clase, hacerla más interesante eso es lo que me mantiene definitivamente&quot;</td>
</tr>
</tbody>
</table>

"yo trabajo en investigación, yo veo que los estudiantes digamos, ellos pueden yo aprender mucho de ellos, además, entonces digamos que yo veo en ellos como una riqueza de conocimientos, de opiniones, como de visión de mundo"
### Table 14

*Strategies used by the fifth teacher-educator to prevent burnout*

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<tr>
<td></td>
<td>&quot;yo trabajo en investigación, yo veo que los estudiantes digamos, ellos pueden yo aprendo mucho de ellos, además, entonces digamos que yo veo en ellos como una riqueza de conocimientos, de opiniones, como de visión de mundo&quot;</td>
</tr>
</tbody>
</table>

As we are teacher-educators, and we also face and live some of those symptoms we strongly recommend the strategies we already showed above to prevent burnout, considering what the first teacher-educator (T.1.) told us at some point of the interview “One wants that through that experience say to them, look, I show you this road that I went through so that when
HELPING FUTURE TEACHER EDUCATORS TO PREVENT BURNOUT

you pass this way you take these things into account, but it seems that a student must also live
that Own experience and unique, but that is a question that arises and that as a teacher I can not
finally assume, because the formation of the student is the fruit or the product of a joint work, a
cooperative work, it does not belong just to one teacher. However, one as a teacher can positively
affect a student, or many, or none, but that is a shared work, that is why I think teaching is not
about my work, but it is a joint work”. To us, that narrative expresses not just the teaching
process somehow, but in some way, the live process. Finally, we know that we are missing a lot
of strategies that other teachers found out and implemented themselves, nonetheless, the ones we
collected so far have helped us to be prepared. We have seen how the road looks like and we
want to live that own experience and unique considering that we are working with human beings
which need to be taken seriously and affected positively.

Discussion

The findings from our study suggest that teacher-educators create their own strategies to
prevent burnout and that students, workmates, their environment, among others, definitely affect
teacher-educators’ in some way as we are going to show. The evidences we collected tell us that
some teacher-educators get burned out when dealing with their students (students’ attitude,
contact with the students, reinforcing students), which confirms that burnout has to do with a
chronic pattern of emotional responses to stressful conditions in occupations that require high
levels of interpersonal contact as Daniel Ganster (1991) says. In this case we completely agree
with the author because those are causes that we identified throughout the research and its
development. What our study shows is that, students’ attitude and the contact with them can lead
teachers to get burned out because they do not behave properly and they do not show
commitment, but sometimes what they do is to contradict what they as students learned in the university.

What Moura (1997) and Leffingwell (1982) say about “when teachers get burned out they tend to quit due to overload in their jobs, and they never go back to teach. That could be argued, because we also identified that teachers that get burned out not always quit, as one our interviewees said “although I did not acquire all the knowledge needed to face my students’ requests, and although I sometimes felt frustrated due to my lack of knowledge, I started new studies to improve my disciplinary domain and group management”. This reflection upon not giving up on being a teacher-educator also demonstrates that tiredness (Moura, 1997), which is another factor that burns teacher-educators out, is not always a cause of teaching but could be an origin of trying to become a better teacher-educator. In the process of trying to do so, disciplinary domain is another aspect that our study took into consideration.

In regards to disciplinary domain, it is an aspect that apparently has not been considered by other researchers. Probably because teacher-educators do not want to express their dissatisfaction with the university or the institution that “taught” them everything they required. However, our study interestingly shows that disciplinary domain demands commitment from the teachers and that without that, teacher-educators can easily get burned out because it is needed to deliver any class. In this case, we encountered that three teacher-educators out of five found disciplinary domain as a factor that might frustrate them. Students that are not ready to teach, could face a big obstacle once trying to teach because it is a surprise to find themselves being in front of a group of students not knowing what to do, and sometimes, these students (future teacher-educators) did not even prepare their classes, which is another aspect that burns teacher-educators out.
Concerning *class preparation*, we found out that it has been considered as an effect of being burned out as Friedman showed (1992) “Burned out teachers are apt to neglect the preparation of their classes and they tend to behave with exaggerated rigidity and inflexibility toward their students” (p. 325). Nevertheless, it does not say that class preparation might be one of the causes of burned out teachers as we clearly encountered in our study. Two teachers found class preparation a characteristic that took them valuable time, because they did not just need to get ready for the class with materials, work book, activities and explanations but come up with some predictions for possible questions. Furthermore, sometimes what the teacher-educator prepares is not enough, or sometimes it just does not fit students’ needs, meaning that teacher-educators must be equipped with plan A, B, C, among others. In addition, sometimes teacher-educators prepare what they consider will be what the students have to cover along with the subject and its requirements, but they do not take into consideration that they also have administrative duties.

With respect to administrative management, one of our teacher-educators told us that “administrative duties make teacher-educators lose their horizon and their sense to be devoted to teaching” that is what Leffigwell (1982) calls *administrative conflict*. Some of those conflicts could be: being coordinator of special projects or coordinator for subject areas (Friedman, 1992). Additionally, we found out that administrative responsibilities belong to teacher-educators’ workload. In our study, we suggestively connect workload with teacher-educators’ pace of life.

In this connection with teacher-educators’ pace of life and workload, one of the teacher-educators we interviewed revealed that, correcting students’ work, having more than one job, dealing with administrative tasks, reinforcing students, looking for strategies to maintain discipline inside the classroom, talking to parents, preparing classes, studying on his own to
improve his disciplinary domain, filling out forms and rubrics, among others require more time than what the teacher imagined. These aspects make that little by little, teacher-educators get more experience but at the same time they get older.

Studies have shown that “Teachers with a higher level of education report higher levels of burnout. Burnout rises with teachers’ age (and years of experience), it reaches a peak at the group of 41 to 45 years (20-24 years of experience), and then it declines” (Friedman, 1995), however, one of our teacher-educators which is around 53 years old, reflects that “that declination” has not come to her. Even when trying to strive and do her best, “she is not 20 anymore”. Indeed, she feels fatigued because where she works is far from her own place, so distance originates burnout physically and mentally.

For further research in relation with our study we would like to arouse the following questionings:

Do teacher-educators identify themselves as “BURNED OUT”? If so, what do they do to OVERCOME that syndrome?

If studies clearly identify what burnout is, what are the researchers doing to spread the results and help future teacher-educators TO PREVENT IT?

Conclusions

This research aimed to identify the strategies used to prevent the “burnout” syndrome by teacher-educators belonging to the undergraduate program in Teaching Spanish, English and French of the Education Sciences Faculty of La Salle University. As showed throughout this study, we did identify the strategies, but more importantly, we found out this information through live stories and experiences from our teacher-educators of La Salle. In addition, this study
showed what a teacher-educator needs to prevent getting burned out and not just teacher educators but any other teacher on any other field of teaching. Our study is an invitation to those who want to be teachers to strengthen their disciplinary domain, their class management abilities, the use of their time, their attitude as teachers and one we consider is prominent: to remember they are human beings, teachers need cheerfully to live their lives. In addition, our study found out that the context where the teachers feel burned out plays an important role because the researchers we worked with encountered different things from the ones we did. There were studies that we showed in our study that demonstrated some of causes for getting burned out when teaching, but what our study found was that some causes can be generated by the passion for teaching and not by the fact of teaching. Our teacher-educators did not quit their jobs, but looked forward to improving their abilities to demonstrate to themselves that quitting was not the way.

Finally, the implications of our study have to do with the fact of prevention. That means that, although we analyzed, interpreted and showed some situations, teacher-educators working in Colombia have the decision to either follow or not these recommendations or strategies we found out. However, the idea was to tell the new teacher-educators that there were two people (us) who cared about the importance of their roles as teacher-educators and that we wanted to research into the conditions that led teachers to get burned out so they could prevent it somehow. This study not only affects teacher-educators but any other teacher that believes that these strategies can be put into practice to think of teaching as the way of showing satisfaction with one’s job and to convey motivation so students improve their attitudes towards the class, among others.
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