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Prevalence Of Burnout Syndrome in Distance Education Students of the National Training Program In National Security.

ABSTRACT

This study aimed to determine the prevalence of burnout syndrome among students of the National Training Program in National Security (PNFSN) and explore the associated factors contributing to its development. A cross-sectional study was conducted using the Maslach Burnout Inventory-Student Survey (MBI-SS) to assess levels of emotional exhaustion, depersonalization, and personal accomplishment in a sample of 200 students at various stages of the program. Results revealed that 65% of the students exhibited high levels of emotional exhaustion, 50% reported high levels of depersonalization, and 45% showed low levels of personal accomplishment. The most influential factors in the development of burnout were academic workload, concurrent job responsibilities, and lack of social and academic support. The high levels of burnout found among the students are alarming and highlight the urgent need for intervention strategies to mitigate academic stress. It is concluded that burnout syndrome is a concerning reality among distance education students of the PNFSN. Educational institutions must recognize and address this issue to ensure students' well-being and academic success. Implementing support measures and promoting a healthy learning environment can significantly reduce burnout prevalence and enhance the quality of distance education.

Descriptors: Burnout Syndrome, Distance Education, Motivation, National Training Program, National Security

Biographical Review: : I am Venezuelan, holding a degree in Administration from IUTOMS, a specialization in Human Talent Management in Organizations from UNEXCA, and a diploma in University Teaching from UPEL. Currently, I am a lecturer in the Socio-Integrative Project (PSI) course for the National Training Program (PNF) at UNES. I previously worked at the Ministry of Popular Power for Education as an Analyst in the Department of Admission and Classification and am currently a Curriculum Evaluator for the Permanent Evaluation Board.