

## SYSTEMATIC OR INTEGRATIVE REVIEW

### SATISFACTION AND SUFFERING IN THE WORK OF THE NURSING TEACHER: AN INTEGRATIVE REVIEW

SATISFAÇÃO E SOFRIMENTO NO TRABALHO DO ENFERMEIRO DOCENTE: UMA REVISÃO INTEGRATIVA  
SATISFACCIÓN Y SUFRIMIENTO EN EL TRABAJO DEL ENFERMERO DOCENTE: UNA REVISIÓN  
INTEGRADORA

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### ABSTRACT

Education is one of the main roles that nurses assume in their professional practice. The teaching practice has been influenced by many factors that have reverberated in satisfaction and suffering in the teaching activity. The study aimed to assess the scientific production about the facilities and difficulties in the practice of nursing teachers in the teaching of Nursing. An integrative review was conducted considering the articles published in the Virtual Health Library (VHL), LILACS and SciELO, using the descriptors nursing, teaching and nursing teachers, totaling 19 articles analyzed. After discursive textual analysis, two categories emerged: satisfaction in teaching related to the commitment with the learning of students, acknowledgement of didactic and pedagogical skills and the teacher-student relationship permeated by dialogue and listening; and suffering in teaching, related to reduced appreciation and acknowledgement, inappropriate behavior of students and inadequacies on the part of institutional and organizational policies of employer sources. Thus, it is necessary to rethink the teaching practice by implementing strategies, providing tools and articulating peers so that may be possible to show increasingly more responsibility and commitment of the teacher in the training of human resources, in an attempt to overcome difficulties in environments where there is disrespect and devaluation of the work of the teacher and his responsibilities.

**Keywords:** Job Satisfaction; Faculty, Nursing; Teaching; Education, Nursing.

### RESUMO

A educação é um dos principais papéis que o enfermeiro assume em sua prática profissional. A prática docente tem sido permeada por muitos fatores, os quais têm repercutido em satisfação e sofrimento na atividade docente. O estudo teve como objetivo conhecer a produção científica sobre as facilidades e dificuldades na prática de enfermeiros docentes no ensino da Enfermagem. Realizou-se revisão integrativa considerando os artigos publicados na Biblioteca Virtual em Saúde (BVS), LILACS e SciELO, a partir dos descritores enfermagem, ensino e docentes de enfermagem, totalizando 19 artigos analisados. Após análise textual discursiva, emergiram duas categorias: satisfação no trabalho docente relacionada ao compromisso com o aprendizado do aluno, o reconhecimento da capacidade didático-pedagógica e a relação professor-aluno permeada pelo diálogo e escuta; e sofrimento no trabalho docente, relacionado à reduzida valorização e reconhecimento do fazer, comportamentos inadequados dos alunos e inadequações por parte das políticas institucionais e organizacionais das fontes empregadoras. Assim, faz-se necessário repensar a prática docente, implementando-se estratégias, instrumentalizando-se e articulando-se com os pares para que, cada vez mais, seja possível evidenciar a responsabilidade e o compromisso do docente na formação de recursos humanos, na tentativa de superar dificuldades existentes em ambientes em que há desrespeito e desvalorização do trabalho docente e de suas responsabilidades.

**Palavras-chave:** Satisfação no Emprego; Docentes de Enfermagem; Ensino; Educação em Enfermagem.

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## RESUMEN

La educación es uno de los principales papeles que asume el enfermero en su práctica profesional. En la práctica docente influyen varios factores que reflejan satisfacción y sufrimiento en la actividad docente. El presente estudio tuvo como objetivo conocer la producción científica sobre las facilidades y dificultades en la práctica de los enfermeros docentes en la enseñanza de la enfermería. El método utilizado para llevar a cabo el estudio fue la revisión integradora considerando los artículos publicados en la Biblioteca Virtual en Salud (BVS), LILACS y SciELO, a partir de los descriptores: enfermería, enseñanza y docentes de enfermería, en un total de 19 artículos. Tras el análisis discursivo, emergieron dos categorías: la satisfacción en el trabajo docente está relacionada al compromiso con el aprendizaje del alumno, el reconocimiento de la capacidad didáctica y pedagógica y la relación entre el profesor y el alumno debe caracterizarse por existir diálogo y saber escuchar; el sufrimiento en el trabajo docente está relacionado con poco reconocimiento y valoración del trabajo, comportamiento inadecuado de los alumnos y políticas institucionales y organizacionales inadecuadas de las fuentes empleadoras. De este modo, se hace necesario repensar la práctica docente, implementando estrategias, instrumentalizándose y articulándose con sus pares para que, cada vez más, se reconozca la responsabilidad y el compromiso del docente en la formación de los recursos humanos, con miras a superar dificultades en los ambientes donde hay falta de respeto y no se valora el trabajo docente ni sus responsabilidades.

**Palabras clave:** Satisfacción en el Trabajo; Docentes de Enfermería; Enseñanza; Educación en Enfermería.

## INTRODUCTION

Nursing is a profession that aims to assist, care, research and educate. Education is recognized as one of the main roles that nurses assume in their professional practice, not only focusing on health education, but also the training of new professionals. Besides technical and scientific aspects, they need to understand the size of their action, the commitment and responsibility they take when caring for other lives.

Relationships that are horizontally established, based on dialogue, respect for individuality, in understanding the role of each component of the process of teaching and learning can strengthen awareness and commitment assumed on the different social contexts in which one is inserted.

In this sense, teaching consist not in transferring knowledge and content, but in creating the possibilities for its production or construction, considering the historicity of each individual involved in the process.<sup>1</sup>

When the relationship between teacher and student evolve this way, they can become aware of their incompleteness, that is, perceive themselves as unfinished beings, in constant search for knowledge, for the new; thus they need to be awakened in the exercise of their curiosity and critical capacity, able to move them in the world, intervening in their spaces.<sup>1</sup>

In this perspective, the teacher's work needs to be developed in spaces in which construction of knowledge along the student may occur so that this has the training that is expected, which involves a critical view of reality, with a view to socially committed, ethical and competent professional practice.<sup>2</sup> Emphasis must be given to the belief in the proposal for an education based on dialogue, reflection, the joint development of knowledge, in which all actors involved in the process have a real commitment with knowledge and the training of future professionals. The practice of teaching requires social and moral commitment to education because the ac-

tivities are developed in vocational training courses, that is, the formation of professionals who will develop their actions, caring for other human beings.

In this context, reflections on the positive aspects of the teaching reinforce the pleasure that the teaching-learning process brings, especially when it occurs in spaces that allow the acknowledgement and appreciation of learning and of the teaching work, favoring care practices, once that the essence of nursing consists in providing care, whether in assistance practices or in teaching practice.<sup>3</sup>

Still, in teaching, providing care to others implies also assist/take care of the student so that he may learn how to care for another human being. The whole process of learning needs to happen in areas of social transformation aimed at building ethical subjects and subjects of care.<sup>4</sup>

The teaching nurse who is committed with the construction of knowledge, with a view to training human resources to develop the practice of care, sees himself often immersed in a work environment with too many demands and responsibilities. He finds himself also somehow exploited and without the necessary support to implement strategies to overcome such situations.

The work of the teaching nurse training professionals who will develop the practice of caring for other human beings is surrounded by situations that can influence and directly affect their work, configured as impediments of care by the teacher or as factors generating suffering in the work process of the teaching nurse. Thus, difficulties related to the students' basic education, that impact on the development of other skills necessary for their training, raise from the lack of time, commitment and interest of the student. These difficulties are worsen by inadequate behaviors and misconducts that are not consistent with the precepts of the profession, teaching environments that do not favor the improvement of teaching, with high workloads, insufficient compensation, depreciation and non-recognition of teaching action.<sup>2,3,5-7</sup>

The possibility to know what is being produced on the work of the teaching nurses, focusing specifically on the facilities and difficulties experienced in their practice, may strengthen teachers to cope with difficult situations at work, which explains the relevance of the present research, highlighting also its contribution to the production of knowledge.

Thus, the study aimed to assess the scientific production about the facilities and difficulties in the practice of nursing teachers in the teaching of Nursing.

## METHODOLOGY

We conducted a literature integrative review<sup>8</sup> in order to gather and synthesize, in a systematic and orderly manner, results of multiple studies published on the topic related to the facilities and difficulties in the work of teaching nurses, contributing to its deepening.

Following the guidelines on how to implement a literature integrative review<sup>8</sup>, in the first stage the theme and the research question were settled: which is the knowledge produced about the facilities and difficulties in teaching nursing in the last 10 years?

In the second stage, literature from the databases Latin American and Caribbean Health Sciences (LILACS) and *Scientific Electronic Library Online* (SciELO) was surveyed using the

descriptors: nursing, teaching and nursing teachers. Still in this stage the following inclusion criteria for selection of articles were defined: articles indexed in the databases above mentioned, with those descriptors, written in Portuguese, English and Spanish, published between 2005-2015, with abstract for its first analysis and access to full-length text, in the own databases. Articles that did not meet the objective of the research were excluded, as well as theses, dissertations, publications in the form of letters, reviews, comments, abstracts of events, books, chapters of books and newsletters. The search done in databases, according to the established criteria, resulted in a total of 218 articles, but 46 were not available and 14 were duplicated on the bases.

In the third stage, 158 texts were evaluated for the quality of data and its relation to the research problem. At the end of this phase, the total of 19 articles were obtained for analysis.

In the fourth and fifth steps, that is, analysis and interpretation of data, the articles were read thoroughly and analyzed in their entirety through discursive textual analysis,<sup>9</sup> in order to answer the research question and the purpose of the study. Data were approximated as their similarities and differences and two thematic categories were built: satisfaction in teaching and suffering in teaching.

The 19 articles selected for analysis are shown in Table 1.

Table 1 - Description of the analyzed articles

Authors	Year	Journal	Title
Ferreira EM, Fernandes MF, Prado C, Baptista PCP, Freitas GF, Bonini BB <sup>10</sup>	2009	RevEscEnferm USP	Pleasure and suffering in the nurse teaching work process
Madeira MZA, Lima MGSB <sup>11</sup>	2007	RevBrasEnferm	The pedagogical practice of nursing teachers and knowledge
Guimaraes GL, Viana LO <sup>12</sup>	2012	Esc Anna Nery Rev Enferm	The social value in the nursing teaching
Guedes GF, Ohara CVS, Silva GTR <sup>13</sup>	2008	RevBrasEnferm	Process of teaching and learning in ICU: a phenomenological study
Bettancourt L, Muñoz LA, Merighi MAB, Santos MF <sup>14</sup>	2011	Rev Latino-AmEnferm	The nursing teacher in the fields of clinical practice: a phenomenological approach
Guimarães GL, Viana LO <sup>15</sup>	2009	Esc Anna Nery Rev Enferm	The ethical value in nursing education
Ramos FRS, Dorneles SS, Cavalcanti FBL, Cardoso ARF, Palhano MTA <sup>16</sup>	2010	Avances em Enfermería	Motivations and experiences in the teaching of ethics/bioethics in nursing
Caregnato RCA, Martini RMF, Mutti RMV <sup>17</sup>	2009	Texto Contexto Enferm.	Ethical and moral issue in the training of nurses and physicians: effects of meanings in the discourses of teachers
Sebold LF, Carraro TE <sup>18</sup>	2013	RevBrasEnferm	Ways of being nurse-teacher-in-care-of-nursing: a heideggerian perspective
Rodrigues MTP, Mendes Sobrinho JAC <sup>19</sup>	2008	RevBrasEnferm	Educational obstacles in the pedagogical practice of the nursing teacher
Rodrigues J, Zagonel IOS, Mantovani MF <sup>20</sup>	2007	Esc Anna Nery Rev Enferm	Alternatives for teaching in higher education of nursing
Terra MG, Padoin SMM, Gonçalves LHT, Santos EKA, Erdmann AL <sup>22</sup>	2008	RevBrasEnferm	Said and not-said of being- male/female nurse in understanding the sensitivity
Madeira MZA, Lima MGSB <sup>23</sup>	2008	RevBrasEnferm	The practice of teaching: a dialogue with nursing teachers
Ferreira Junior MA <sup>24</sup>	2008	RevBrasEnferm	The effects of the initial training in the performance of nursing teachers

Continued...

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Table 1 - Description of the analyzed articles

Authors	Year	Journal	Title
Backes DS, Marinho M, Costenaro RS, Nunes S, Rupolo I <sup>25</sup>	2010	RevBrasEnferm	Rethinking the being a teaching nurse from a complex thinking perspective
Rodrigues JA, Rocha LS, Anjos DS, Cavalcante LPF, Rozendo CA <sup>26</sup>	2013	RevBras Edu Mec	Pedagogical trends: conflicts, challenges and perspectives of nursing teachers
Rodrigues MTP, Mendes Sobrinho JAC <sup>27</sup>	2007	RevBrasEnferm	Nursing teacher: a dialogue with pedagogical education
Silva KL, Pimenta AM <sup>28</sup>	2007	REME Min Rev Enferm	The first teaching we never forget ...
Rodrigues J, Mantovani MF <sup>29</sup>	2007	Esc Anna Nery Rev Enferm	The teaching of nursing and its representation on vocational training

## RESULTS AND DISCUSSION

### SATISFACTION IN THE TEACHING WORK

The satisfaction in teaching is related to its commitment to student learning, the appreciation and recognition of the didactic and pedagogical skills and also to the teacher-student relationship permeated by dialogue and listening, aspects that seem to contribute positively in the action of a teacher.

### COMMITMENT TO TRAINING

The satisfaction of teaching is evidenced by the teachers through their commitment and responsibility for the learning of the student and the construction of knowledge, given the possibility to actively participate in this process with a view to forming a professional committed with care practices in all their instances.<sup>10</sup> The pleasure of learning of the teacher associated with the liability assumed in teaching shows the commitment and seriousness with its professional teaching task.<sup>11</sup>

Thus, the teachers' commitment to their educational practice can be evidenced in the triangle comprised in this action. This is formed by the teacher, student and patient and the teacher's practical performance is not realized just as an act, but is permeated by a caregiver character and with the aim of stimulating awareness in the student of the relevance and impact of its action.<sup>12</sup>

In the process of construction of knowledge, it is necessary to recognize the other as a human being aiming at the integral and humanized care. In this sense, there is the concern of the teacher with the student when it comes to the practical field, with clear objectives to be achieved with the proposed activity, with a focus on knowledge and realization of techniques, but arguably with concern to contribute to the formation of a professional able to really care for each others in full sense, ensuring a humanized, respectful and empathetic care.<sup>13,14</sup>

The student is encouraged to incorporate the ethical value in the process of training; doing so, he begins to appreciate the other as a human being, with specificities and individuali-

ties, respecting the pain, suffering, joy, in the assistance provided to the client.<sup>15</sup>

From this perspective, educational practice committed to the education and care is developed through an education based on sensitivity that enables reflective and critical action in face of reality, with a view to social transformation.<sup>4</sup> Thus, the teaching action committed to the education of the student who will develop care in his practices permeates the teaching of technical and scientific knowledge, seeking to stimulate a critical and reflective thinking in students, committed to the care and respecting ethical and moral values, and especially, that he may develop sensitivity in act of care, recognizing and respecting the other in his subjectivity.

### VALUATION OF TEACHING WORK

Feeling valued and appreciated by their didactic and pedagogical skills, creativity and involvement in the teaching-learning process also constitutes a source of job satisfaction for teachers.<sup>10</sup>

The motivation in teaching can contribute to change and development of the profession. This motivation can be assumed by the teacher by knowing that is in many spaces a professional model with significant influence on the student,<sup>16</sup> a reference, a model; thus, his thinking and acting need to be consistent.<sup>17</sup>

An even greater commitment is founded on this practice where is not enough to train professionals, teaching the challenges of the profession, but what is needed is the training of professionals committed with action, with reflection, with the other, without losing enthusiasm for care.<sup>18</sup>

In this perspective, teachers stress the need to commit to educational issues so that a transformation occurs in the formation of nursing professionals; therefore, the manifestation of the need for specific training for teaching, mobilizing the professional to leave a known comfort zone to tread new paths in order to develop an effective and transforming teaching practice, involving all responsible for the change: teachers, students and the institution.<sup>19,20</sup>

Valuation is the feeling that the work has meaning and value for itself and it is important and significant for the organization and society. Acknowledgement is the feeling of being accepted and admired the work and having the freedom to express individuality.<sup>21,40</sup> Acknowledgement and appreciation of teaching activities, as well as their performance, may serve as an incentive in their professional practice and possibly contribute to this action be developed with more dedication and enthusiasm, with a reflection over the formation of the student.

## TEACHER-STUDENT RELATIONSHIP

The construction of relations in scenarios whose actors develop the capacity to dialogue and listen, as the contact, interaction, exchanges and coexistence with young people, appears as sources of satisfaction in the teaching practice.<sup>16,22</sup> The feeling of satisfaction emerges from the nursing teacher's relationship with the student. This is developed in spaces of interactions and coexistence and not domination, intervention and transmission of knowledge in a vertical manner.<sup>14</sup>

The dialogue and the sharing of experiences emerge in the discourse as aspects that integrate and promote the teaching work, both in teacher-student relations and the nurse-teacher and nurse-clinician relationships. Creating spaces of expression permeated by dialogue and listening without depreciation of what is said seems to contribute to the student to rethink his insecurities and uncertainties, thus favoring the process of teaching and learning.<sup>23</sup>

In a study, six teachers of two schools that followed nursing practical activities in adult intensive care units (ICU) denoted that they consider themselves facilitators in the teaching and learning process. The specificities of the practices and the ICU environment is characterized by favoring an approximation with constant contact between teacher and student, to develop the skills needed to care for these patients. They emphasize also that their training activities in intensive care can be seen from two angles as a difficult task, but at the same time, as a stimulus, setting up in an environment where the fear and insecurity of the student can give into motivation, arousing the desire to learn. They emphasize also that this shared existence brings satisfaction and encouragement of teaching and learning to care for critical patients.<sup>13</sup>

The satisfaction in work of the teacher can be seen in environments in which the interaction between professionals occurs in order to respect and value the actions of those involved in this context. The relationship between clinical nurses and nursing teachers should be built based on recognition and respect for their work spaces, in order to accept differences, share experiences, thus maintaining effective communication.<sup>14</sup>

Relationships that are horizontally established, based on dialogue, respect for individuality, in understanding the role of

each component of the process of teaching and learning, can strengthen awareness and commitment assumed on the different social contexts in which one is inserted.

## SUFFERING IN THE TEACHING WORK

The difficulties experienced in teaching are related to reduced appreciation and recognition of their making, covering different aspects such as the high number of students per course and for each teacher; relations with the employing institution, with the inappropriate physical structure and scarce resources, organizational pressure, with regard to employment and remuneration bond, and a weak training for teaching and the demonstrations of lack of interest by students.

## UNDERESTIMATION OF THE TEACHING WORK

A research conducted at the Nursing School of the University of Valparaiso, Chile, was found that each teacher accompanies seven students in practical activities and is responsible for selecting the patients according to the program's objectives, for caring, distributing tasks, supervising, guiding and supporting students with a view to a theoretical and practical integration, promoting their familiarization with the professional environment. Such activities can generate, in many teachers, anxiety and insecurity because they can not meet all these demands, especially when added to the lack of proper appreciation of the implications of their work, either by the students, by users of the service or by the nurses and other health workers. There is an apparent disregard of the importance and seriousness of the work of teachers, who face high demand requirements for the performance of their activities.<sup>14</sup>

Aspects related to the institution also generate suffering in teaching. These come in the form of inadequate physical infrastructure for teaching, lack of material resources, although necessary, with training spaces also not consistent with the conditions for learning.<sup>10,19</sup>

Issues related to organizational pressure, related to the contractual instability and workloads to be assumed each semester, in addition to the very maintenance of employment, are characterized as sources of suffering for teachers.<sup>10</sup> The high turnover in the universities because of criticism related to their performance and teaching, and the fields for practical activities that do not always make it possible to achieve the objectives of the course are factors that generate stress.<sup>24</sup>

In some areas, though, the relationship between the clinical nursing and teaching nurse has been configured as a generator of anxiety, with inappropriate sharing of information by the clinical nurse to nurse teaching. Thus, the teaching nurse

can not work fully and spontaneously in fields of practical activities because their interpersonal and socializing relationships with peers seems compromised.<sup>10,14</sup>

These aspects are characterized as factors generating suffering in the work of the nursing teacher.<sup>3</sup> In this context, the teacher engaged in the process of building an ethical and committed professional feels not only devalued as to its role but also sometimes disrespected in his teaching activities.

Experiences of disrespect and devaluation of the teaching activities have contributed to their feeling discouraged and unmotivated to seek changes in their practice, behaviors that may possibly contribute to the illness of this teacher, thus affecting his personal and professional life.<sup>3</sup>

### LACK OF INTEREST OF STUDENTS

Undeniably, the lack of interest of students appears as an important factor in the work of the teacher, generating suffering. The teacher sees himself engaged and committed to building the professional, but he realizes that students do not behave up to educational practices proposed and implemented, failing to identify these as relevant in their training process.<sup>10</sup>

Still, regarding the lack of interest of many students, there are references in theoretical basis of content; the students often advance in semesters of courses with, however, important gaps in learning.<sup>10,13,22,25</sup> It is possible that such manifestations evidenced in students is caused by an early entry into the educational institution, when they are still immature, not recognizing the necessary commitment to be assumed when they chose a course whose professional future involves providing direct and indirect care to others.<sup>19</sup> Immaturity of students negatively affects the process of teaching and learning, creating suffering and moral dilemmas, especially when the student deals with a patient showing rejection or provides assistance with lack of seriousness due to the vulnerability of the patient's social status.<sup>17</sup>

The difficulties presented by the students come from the basic education and possibly interfere with the learning process of initial nursing content. This, in turn, affects the acquisition of specific knowledge and the forthcoming training and, consequently, the quality of the care provided.<sup>2</sup>

Lack of interest and engagement from students in their education process, not taking into account the need for serious and committed attitude toward their training and with the precepts of the sought profession, may have a negative impact on the teaching practice, because the teacher recognizes the demands of nursing and wants to encourage the student for that perception. However, when facing such behavior, the teacher realizes the devaluation and disrespect to their work, and the lack of commitment to the profession, which possibly interfere with the quality of health care practice.

### POOR TRAINING FOR TEACHERS

Another source of suffering evidenced by teachers stems from the finding of their lack of preparation for the performance of the teaching activity. Training for teachers has been the subject of much discussion, especially from a moment of transformation of higher education in Brazil. The negative result has been a wanting recruitment of nursing teachers to universities, which lasted for many decades, under the logic of "who knows how to do, knows how to teach."<sup>23</sup>

This culminated with the need for transition between a proposal of traditional education for a transformative education. Therefore, there is a gap in the preparation for the exercise of teaching.<sup>26</sup> Becoming a teacher, especially a teacher who wants to change and transform the practice of nursing, requires skills that are not inborn but must be acquired, because the bachelor courses produce nurses, but to be a teacher requires specific training.<sup>19</sup> In many areas, the criteria for selection of teachers for universities include tests of technical knowledge, know-how, rather than a didactic-pedagogic competence.<sup>27</sup>

The evident weakness in training for teachers, with negative repercussions in teaching, is associated with the conflict between methodologies adopted. These varying from the traditional model, vertical model, teacher holding and transmitting knowledge to a transforming education, in order to build the critical and reflective thinking.<sup>25,26,28</sup> The formation of an autonomous, critical and reflective professional is a need for the world of work; however, teachers face barriers both in educational institutions and in care for the formation of this professional.<sup>29</sup>

It seems to be easier to verbalize the need to train professionals with ability to exercise autonomy, reflection and criticality than to accept and face the work of a future professional or even a professional with the ability to be autonomous, reflective and critical. Another aspect that hinders the teaching work and that may be related to training for teaching is the disarticulation of the curriculum that, in many institutions, is compartmentalized, as well as the lack of integration between disciplines and between teachers, hindering the full development of the student.<sup>23</sup> Added to this, there is the process of evaluating the knowledge that even teachers using active methods, when in the evaluation process, rely only on the use of the method of tests.<sup>26</sup>

The unpreparedness to act in teaching can be configured as a barrier, not only in the pedagogical didactic aspect, but in the process as a whole. Often the teaching nurse does not see himself sufficiently instrumented to act in context of action, which does not favor the development of the teaching of good quality action that may watch for the student's development and for the provision quality of healthcare, daily acknowledging the devaluation of his work and of his commitment to the training of professionals who will take care of other people.

## FINAL CONSIDERATIONS

The work of the nursing teacher training professionals who will develop the practice of care is surrounded by situations that can positively influence his work. In this sense, commitment to the participation of the teaching-learning process with the student; the appreciation and recognition of didactic and pedagogical skills of teachers involved in this process, and the relationship based on dialogue and listening that is established between teacher and student in educational practice contribute to the satisfaction of the teaching action.

However, the same teaching nursing work can also be negatively influenced by the relationships and working conditions. Teachers' suffering may come from realizing that the complexity of their action is little valued and appreciated based on the actions and behaviors of students that fail to match with the precepts of the desired training, and by the institutional and organizational policies of employer sources.

Before the commitment to education and training of human resources, the complexity of the actions of the teaching nurse is evident, who, in addition to caring, takes responsibility for teaching the provision of care. This is a great challenge because it is necessary to have the awareness that technical skills are not enough for the development of care, making necessary the construction of knowledge with a view to ethical training, empowerment capacity of its practice, empathy and solidarity in the making context.

Thus, it is necessary to rethink the teaching practice by implementing strategies, providing tools and articulating peers so that may be possible increasingly more responsibility and commitment of the teacher in the training of human resources, in an attempt to overcome difficulties in environments where there is disrespect and devaluation of the work of the teacher and his responsibilities.

It is considered that the identification of articles predominantly produced in Brazil is the main limitation of the study. Thus, it is important to expand the pursuit of scientific literature to the facilities and difficulties in the practice of nursing teachers in nursing education in order to know how this issue is being addressed, especially in other countries.

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