

# Burnout in teaching: an analysis of burnout dimensions among male and female teachers in the state public school system of Mato Grosso

Burnout no trabalho docente: análise das dimensões da síndrome entre professores e professoras da rede pública estadual de Mato Grosso

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## Abstract

The article investigated the prevalence of burnout syndrome among teachers in the public basic education system in Mato Grosso, focusing on gender differences in illness, especially psychological exhaustion. This is a quantitative, cross-sectional study with simple random probability sampling, involving 3,627 teachers. The results indicated that approximately 63% of participants showed signs of burnout in at least one dimension of the syndrome. A statistically significant association was observed between gender and psychological exhaustion, with a higher prevalence among female teachers (21.7%) compared to male teachers. The findings highlight gender inequalities in teachers' psychological ill health, possibly related to working conditions and the work and social burdens attributed to women. It is concluded that there is a need for longitudinal studies and a review of educational policies, with a view to promoting gender equality and preventing female psychological exhaustion in the educational context.

**Keywords:** burnout syndrome; public teaching; gender; mental exhaustion.

## Resumo

O artigo investigou a prevalência da síndrome de burnout em docentes da rede pública de educação básica de Mato Grosso, com foco nas diferenças de adoecimento entre os gêneros, especialmente no desgaste psíquico. Trata-se de estudo quantitativo, transversal, com amostragem probabilística aleatória simples, que envolveu 3.627 professores e professoras. Os resultados indicaram que cerca de 63% dos participantes apresentaram indicativos de burnout em ao menos uma dimensão da síndrome. Observou-se associação estatisticamente significativa entre gênero e desgaste psíquico, com maior prevalência entre as professoras (21,7%) em comparação aos professores. Os achados evidenciam desigualdades de gênero no adoecimento psíquico docente, possivelmente relacionadas às condições de trabalho e às sobrecargas laborais e sociais atribuídas às mulheres. Conclui-se pela necessidade de estudos longitudinais e de revisão das políticas educacionais, visando à promoção da equidade de gênero e à prevenção do desgaste psíquico feminino no contexto educacional.

**Palavras-chave:** síndrome de *burnout*; docência pública; gênero; desgaste psíquico.

## INTRODUCTION

This study aims to assess the prevalence and dimensions of burnout syndrome among male and female teachers in the public school system of Mato Grosso, seeking to identify possible significant differences in incidence between genders. Burnout syndrome, recognized as an occupational phenomenon, has emerged as an important health problem among education professionals due to the emotional, organizational, and social demands inherent in teaching.

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### Conflicts of interest:

There are no conflicts of interest.

### Ethics committee approval:

Research Ethics Committee of the Federal University of Mato Grosso, under Opinion No. 4.240.068.

### Data availability:

Survey data is available only upon request. Study conducted at Universidade Federal de Mato Grosso (UFMT), Cuiabá, MT, Brasil.



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The scientific literature has unanimously reinforced the association of burnout syndrome with the work environment. According to Carlotto et al. (2015), this is a social problem of great relevance, as it is related to various personal dysfunctions, including serious physical and psychological problems, potentially leading to total incapacity for work.

The term “burnout” was initially used as slang by physician Herbert Freudenberger in the 1970s when treating his patients in New York. However, earlier records show its usage in similar contexts. In 1953, Schwartz and Will reported the case of Miss Jones, a psychiatric nurse who presented emotional, physical, and psychological symptoms related to her job—which refers to the three-dimensional model of the syndrome currently described. Another example is Graham Greene’s novel *A Burnt-Out Case* (Greene, 1960), which tells the story of a professionally exhausted architect who abandons his career. According to Carlotto and Câmara (2008), the feelings reported in these stories are consistent with the current symptoms of burnout syndrome, as they involve emotional exhaustion, detachment or negative attitudes toward work, and compromised professional fulfillment, which are key elements of the contemporary conceptual model of the syndrome.

Scientific recognition of the topic gained momentum in 1974, when Freudenberger published the article *Staff Burn-out*, using the term officially to highlight the effects of the work environment on the health of healthcare professionals. Since then, several studies on the topic have been developed. Of particular note is the contribution of Christina Maslach and Susan Jackson (1981), with the creation of the *Maslach Burnout Inventory (MBI)*, an instrument that assesses the dimensions of the syndrome among nursing workers (Maslach; Jackson, 1981).

Despite advances in research, there was an initial scientific delay in recognizing the syndrome. Currently, there are a variety of terms associated with burnout, such as “professional exhaustion syndrome,” “occupational burnout,” or “burning out at work.” This institutional recognition only occurred with the inclusion of burnout in the 11th Revision of the International Classification of Diseases (ICD-11), published by the World Health Organization in 2019 and in force since January 2022, in which the syndrome is defined as an occupational phenomenon resulting from chronic stress at work that has not been adequately managed (Organização Mundial da Saúde, 2019).

Today, there are a variety of terms associated with burnout, such as “professional exhaustion syndrome,” “occupational burnout,” or “burning out at work,” which reflect different theoretical approaches developed over time to explain the same phenomenon related to illness in the workplace (Freudenberger; Richelson, 1980; Maslach, 1993; França; Rodrigues, 1997; Schaufeli; Enzmann, 1998; Gil-Monte, 2006; Carlotto; Palazzo, 2006). In common, these authors understand the syndrome as a process directly linked to working conditions and, above all, to emotional exhaustion resulting from prolonged exposure to intense occupational demands.

Early conceptualizations, such as those of Freudenberger and Richelson (1980), highlight burnout as the result of exhaustion, disappointment, and loss of motivation in professionals who work in direct contact with other people—a defining characteristic of teaching. Subsequently, Maslach (1993) systematized this understanding by proposing a three-dimensional model of the syndrome, consisting of emotional exhaustion, depersonalization, and low personal accomplishment, with emotional exhaustion considered the core of the syndrome.

Other contributions reinforce the procedural nature of burnout. França and Rodrigues (1997) understand the syndrome as a consequence of the failure of strategies to cope with occupational stress, while Schaufeli and Enzmann (1998) describe it as a persistent negative mental state, marked by exhaustion, feelings of incompetence, and dysfunctional attitudes at work. Gil-Monte (2006), in turn, broadens the understanding by characterizing burnout as a response to chronic work stress, involving psychological exhaustion, low motivation, and feelings of guilt—aspects that can manifest differently between men and women, depending on the conditions and social expectations associated with teachers’ work.

In the Brazilian context, Carlotto and Palazzo (2006) reinforce this perspective by defining burnout as a reaction to continuous emotional stress generated by direct and exhaustive contact with work, resulting in a loss of interest and a perception of the futility of personal efforts.

This understanding is especially relevant for studies with teachers, since emotional exhaustion, a key element in the different definitions of the syndrome, is one of the main indicators for analyzing possible differences in burnout levels between genders.

In the International Classification of Diseases (ICD-10), the syndrome has no objective definition, but is mentioned in code Z73.0, referring to exhaustion. Other related codes include Z56.3 (arduous work pace) and Z56.6 (physical and mental strain associated with work). Only in ICD-11, in force since 2022, was the syndrome officially conceptualized under code QD85, as a result of chronic stress in the workplace that was not successfully managed. It is characterized by three dimensions: (1) energy depletion, (2) mental distancing and feelings of negativity or cynicism, and (3) reduced professional efficacy.

Carlotto and Câmara (2004) point out that teaching is one of the professions most vulnerable to burnout syndrome, surpassing even those in the health field. According to Oliveira et al. (2013), although teaching is one of the oldest professions in history, it has not received due recognition, accumulating chronic problems that span different governments and historical contexts. For Oliveira et al. (2013), investigating teachers' work can be the key to addressing social inequalities and promoting the country's growth, as it allows for an understanding of the real working conditions, the processes of illness development, and the inequalities that affect teachers, supporting the formulation of fairer public policies, professional recognition, and improvement in the quality of education offered to the population.

Work-related illness can occur both physically and psychologically, and these dimensions, although distinct, are interconnected. When work demands are high and available resources are insufficient, work ceases to be a source of pleasure and becomes a source of suffering. In this context, this study analyzes the levels of burnout among teachers in the public school system of Mato Grosso, highlighting, based on the empirical data collected, possible differences in the impact between genders, with an emphasis on emotional exhaustion.

## RESEARCH PROCEDURES

This research adopted a quantitative approach, considered appropriate for the study's objectives, especially given the large number of participants. The design was cross-sectional in terms of execution time, with simple random probability sampling. The study has a statistical confidence level of 99% and a margin of error of 1.97%.

In collaboration with the Mato Grosso State Department of Education (SEDUC), through its Information Technology sector, data collection was carried out electronically using the SigEduca platform. The study was conducted in 778 state schools across 141 municipalities in Mato Grosso in 2020.

Access to the survey was granted exclusively to active teachers through a banner on the SigEduca system's home page. This control prevented the participation of professionals who were on leave.

Three instruments were used to produce data:

1. Socioeconomic/work questionnaire – consisting of 15 questions aimed at identifying the social, economic, and work profile and level of job satisfaction of the participants.
2. Teacher stressors instrument – structured in two sections: the first with 16 closed questions on a *Likert* scale; and the second with an open question for reporting other perceived stressors.
3. CESQT – Questionnaire for the Evaluation of Burnout Syndrome – consisting of 20 questions distributed across four dimensions: Illusion of Work, Psychological Exhaustion, Indolence, and Guilt, with responses on a Likert scale from 0 (never) to 4 (daily). This instrument was validated in Brazil by Gil-Monte, Carlotto, and Câmara (2010).

According to Gil-Monte (2010), the first three dimensions of the CESQT allow the identification of profile 1 of burnout syndrome, characterized by low "illusion of work" and high levels of "psychological exhaustion" and "indolence." If the worker also scores high on "guilt," they fall into profile 2, which is more severe.

The data were analyzed using descriptive statistics and nonparametric tests, appropriate to the nature of the variables analyzed. Microsoft Excel, SPSS (*Statistical Package for the Social Sciences*), and Iramuteq software were used for the analysis. According to Ulbricht, Beraldo, and Ripka (2016), the choice between nonparametric tests (based on orders and categories) is essential in quantitative analysis.

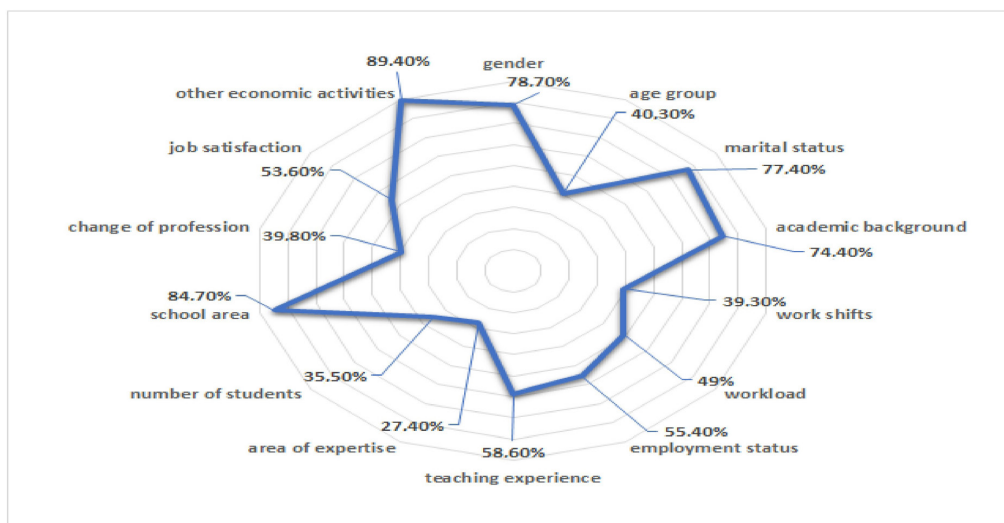
This set of procedures enabled a reliable analysis of the prevalence and characteristics of burnout syndrome among teachers in the Mato Grosso state public school system. The research followed all ethical protocols required for studies involving human subjects and was approved by the Research Ethics Committee of the Federal University of Mato Grosso, under opinion No. 4,240,068.

## RESULTS

Based on the data produced in the research, this article aims to analyze the profile of teachers in the Mato Grosso state public school system as an analytical focus for understanding the manifestation of burnout syndrome in teaching. By focusing on the social and working conditions of these professionals, the study deepens the analysis of the dimensions of burnout, especially emotional exhaustion, seeking to highlight possible differences in the prevalence and intensity of the condition between genders.

It is important to note that the profile presented below does not absolutely cover all research participants, considering the cultural, regional, and socioeconomic diversity present in a state with a large territorial extension such as Mato Grosso (Figure 1). Thus, the data should be interpreted as a reference for comparative analyses, respecting the specificities and singularities of each participating teacher.

The data collected in the survey reveal a markedly female profile among teachers in the Mato Grosso state public school system, with approximately 80% of participants identifying as women. Most respondents are aged 45 or younger, live with a partner, and have a postgraduate degree (specialization). The most common work shifts are morning and afternoon, with a weekly workload of up to 30 hours. The majority are tenured civil servants, with between 7 and 25 years of teaching experience, mainly in the area of languages. Most teach more than 200 students in schools located in urban areas. In terms of professional history, there have been few career changes, and most teachers report being generally satisfied with their work and do not engage in any professional activity other than teaching. These data reinforce the strong female presence in the teaching profession and point to a stable, experienced, and predominantly urban profile among the participants.



**Figure 1.** Socioeconomic and occupational profile of teachers in the state public education system of Mato Grosso.

**Source:** created by the authors.

The scientific literature presents a variety of approaches and, often, divergent views on gender relations in work contexts. However, one recurring theme is the persistence of gender stereotypes that associate certain professions with men and others with women. These stereotypes reinforce a kind of “workplace apartheid,” in which women are often directed toward activities that reproduce characteristics attributed to the domestic and family environment.

In this sense, Purvanova and Muros (2010) point out that women tend to be selected for roles that are culturally marked as feminine — a reflection of historical and social patterns that still persist. This is particularly visible in professions that require care, empathy, and emotional closeness, traits traditionally associated with the role of women.

In addition, Araújo et al. (2006, p. 1118) draw attention to a “scientific privilege” in favor of men, especially in research related to occupational health. According to the authors:

There is a clear limitation with regard to gender-related aspects, with an almost exclusive predominance of studies on men’s work and health. This privilege seems to be linked to gender issues, since jobs in industries and factories are mostly occupied by men, while women predominate in the service sector.

This methodological imbalance leads to the undue generalization of scientific findings, in which data from studies involving men are also used as a reference for women, without considering gender specificities. This practice, which is still common in areas such as occupational health, compromises the validity and applicability of the results for the female population (Araújo et al., 2006).

In Brazil, this scenario is particularly evident in the education sector, which is largely dominated by women. Several studies explain this process as the result of a historical and social construct that has associated teaching, especially at the early stages of schooling, with the act of caring for and educating children, roles traditionally linked to motherhood. Guacira Lopes Louro (1997) points out that the feminization of teaching is directly related to the normalization of attributes such as affection, patience, and sensitivity as “feminine skills,” which have been socially produced and reinforced over time. In the same vein, Almeida (1998) points out that teaching has historically been legitimized as an extension of domestic work and family care, which has contributed to its social and salary devaluation. Vianna (2001) reinforces that this symbolic association between women, motherhood, and teaching consolidated the female presence in the teaching profession, while also producing gender inequalities in working conditions and professional recognition. Thus, the requirement for affective and relational skills in educational work — culturally attributed to the female universe — is a key element in understanding the feminization of the teaching career in Brazil.

Studies conducted in different regions of the country show that teaching is predominantly composed of women, which has direct implications for the analysis of occupational illness. Gil-Monte et al. (2010), when investigating burnout syndrome in Brazilian teachers using the CESQT, identified that 86.6% of the sample was composed of women, reinforcing the centrality of the female gender in studies on teacher health. Similar results were found by Carlotto et al. (2014, 2015), whose research points to female participation rates ranging from 67.7% to 83.9%, indicating that this predominance remains in different institutional contexts and levels of education. Dalagasperina and Monteiro (2014) corroborate these findings by demonstrating that approximately two-thirds of the teachers investigated were women, which reinforces the need to consider gender as a structuring variable in burnout analyses.

In the specific context of the state of Mato Grosso, this pattern is even more pronounced. Research conducted by Ferrari et al. (2010) and Giovelli et al. (2017) shows that between 76% and 84% of participants in studies on teacher burnout in the state were women, indicating that the feminization of teaching is also a persistent feature at the regional level. Tavares (2018), when analyzing elementary school education, identified an even more significant female participation (92.1%), while Ferrari et al. (2019) confirmed this trend by pointing out that 86.6% of the teachers investigated were female.

More than just descriptive data, the feminization of the teaching career reveals a context marked by emotional overload, multiple work shifts, and different social expectations between men and women, aspects that directly influence working conditions and the impacts on the mental and emotional health of teachers. Thus, considering the gender aspect not only qualifies the analysis of the prevalence of burnout syndrome, but also allows for a deeper understanding of the inequalities that permeate teachers' work.

Among the teachers who participated in the survey, there was a significant predominance of women, who accounted for approximately 78.7% of the sample, while men represented 21.3%. This data reveals that, for every five teachers in Mato Grosso's state public school system who responded to the study, about four identify as female, highlighting the ongoing feminization of teaching, a phenomenon that has been widely described in the national literature.

This gender configuration is not only descriptive data from the sample profile, but a structural element that guides the analysis of teaching and its impact on mental health. The high female participation reinforces the need to understand teaching as a socially marked activity with expectations of care, emotional involvement, and emotional responsibility, attributes historically associated with women and which influence both working conditions and ways of experiencing psychological distress in professional practice.

The results presented below in Figure 2 directly reflect one of the dimensions of gender proposed by Scott (1990), who understands gender as a constitutive element of social relations, based on noticeable differences between the sexes. From this perspective, the data obtained in this research on burnout syndrome were organized in order to highlight possible distinctions between genders, allowing for a more sensitive analysis of the specificities experienced by teachers. Thus, the overall result of the burnout dimensions was stratified by gender, seeking to understand how these differences impact the experience of professional exhaustion in the context of teaching.

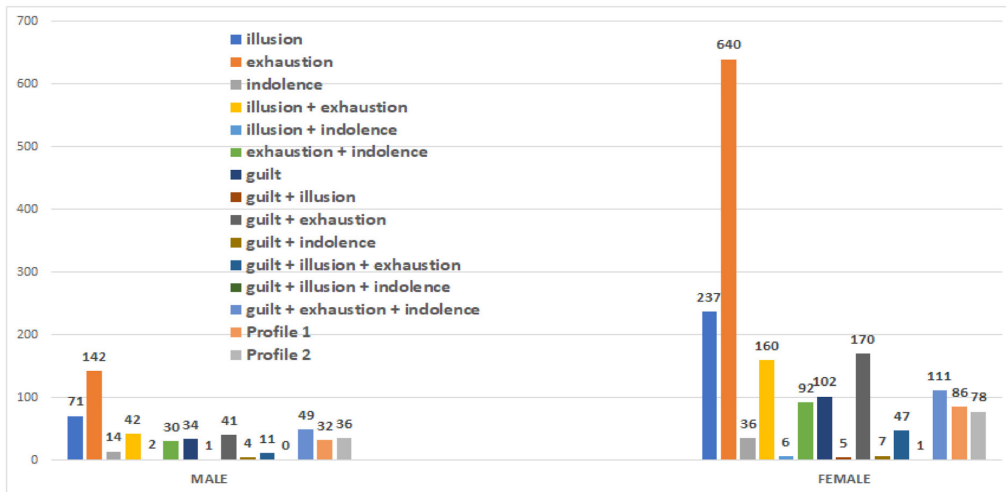
The comparative analysis of data stratified by gender reveals significant differences in the distribution of burnout syndrome dimensions between male and female teachers. Although the absolute values are higher in the female group, this reflects the greater participation of women in the sample. An analytical reading of the figure reveals distinct patterns in the manifestation of professional exhaustion when observing the composition of the dimensions assessed by the CESQT.

In both genders, psychological exhaustion stands out as the most frequent dimension, constituting the main aspect of teacher burnout. However, among female teachers, this dimension is significantly more pronounced, both in isolation and in association with other dimensions, such as illusion of work and indolence. This finding indicates that emotional exhaustion plays a more central role in the female teaching experience, suggesting greater affective and emotional overload in everyday work.

Among male teachers, although psychological exhaustion is also predominant, there is a relatively more balanced distribution between the dimensions and their combinations, with less concentration in the more complex forms of the syndrome. Combinations involving simultaneous exhaustion, guilt, and indolence appear less frequently in the male segment, which may indicate different coping strategies, professional expectations, or ways of experiencing the emotional demands of teaching.

Another relevant aspect concerns profiles 1 and 2 of burnout syndrome. Profile 2, considered more severe because it includes the dimension of guilt, has a higher incidence among female teachers, reinforcing the hypothesis that women not only experience greater emotional exhaustion but also internalize work-related suffering more intensely, often attributing responsibility for failure, exhaustion, and guilt to themselves.

These results, analyzed in relation to gender, indicate that teacher burnout, in addition to manifesting itself as an individual phenomenon, is a socially conditioned process. The higher incidence and complexity of psychological exhaustion among women can be understood in conjunction with the feminization of teaching, the intensification of pedagogical work, and the overlap between professional and domestic responsibilities, elements that increase women's vulnerability to emotional exhaustion.



**Figure 2.** Distribution: *per capita burnout* x dimensions by gender.  
**Source:** survey data.

The results indicate that male and female teachers show similar patterns of distribution in the dimensions of burnout syndrome, since, in most of them, the percentage differences between genders were not statistically significant. This data suggests that burnout is a widespread phenomenon in teaching, affecting men and women relatively homogeneously in aspects such as illusion of work, indolence, and guilt.

However, the dimension of psychological exhaustion stands out as a relevant exception. Female teachers had a significantly higher percentage than male teachers, which was the only dimension with a statistically significant difference between genders. This finding indicates that, although burnout affects both groups, emotional exhaustion has a more intense impact on women, making it a key element for gender analysis in teacher health problems.

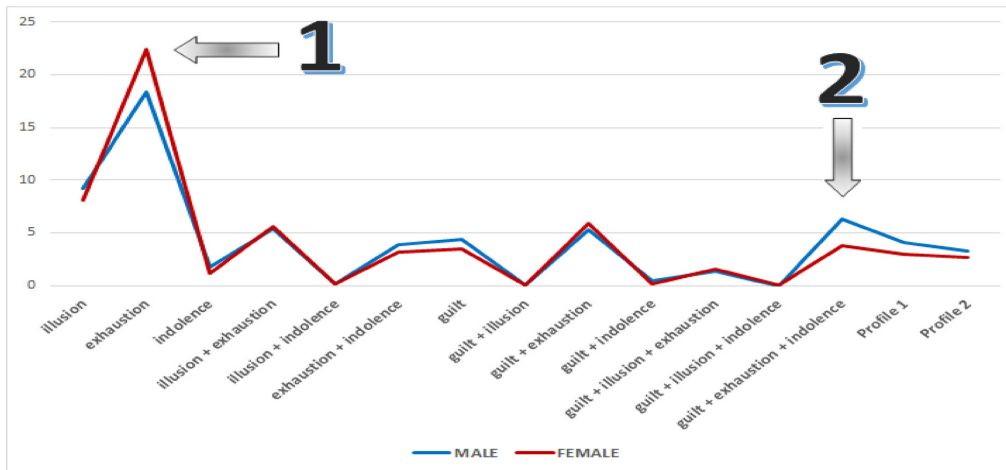
From a theoretical point of view, this result can be understood through the feminization of teaching and the socially constructed attribution of emotional responsibilities to women in the exercise of educational work. The intensification of emotional demands, the expectation of permanent availability, and the overlap between professional work and domestic responsibilities tend to increase teachers' exposure to emotional exhaustion, without this necessarily translating into equivalent differences in the other dimensions of the syndrome.

With regard to the clinical profiles of burnout, the data did not show statistically significant differences between male and female teachers, indicating that the overall severity of the syndrome is distributed similarly between the genders. Nevertheless, the higher incidence of psychological exhaustion among women reinforces the need to consider gender as a fundamental analytical category, especially when the focus is on the processes of emotional exhaustion in teaching.

Figure 3 visually illustrates the statistical analysis data, highlighting two relevant differences between genders. Point 1 represents the difference observed in the dimension of psychological exhaustion, with greater impact among female teachers. Point 2 indicates the combination of the dimensions of guilt, exhaustion, and indolence, which had a higher incidence among male teachers.

Although male teachers scored higher in almost all dimensions and in Profiles 1 and 2 of the CESQT, the only dimension with a statistically significant difference between genders was psychological exhaustion, which was predominant among women. This finding does not indicate a direct causal association between gender and burnout, but points to the need for qualitative analyses that deepen the understanding of the subjective and sociocultural experiences involved in teacher health problems.

The greater vulnerability of female teachers to psychological exhaustion can be understood from sociocultural factors. As Barros (2008) points out, teaching has historically carried values such as sensitivity, affection, and solidarity, characteristics socially associated with femininity.



**Figure 3.** Burnout and its dimensions by gender.  
**Source:** created by the authors.

This intense emotional involvement with students and the educational process tends to increase emotional overload, favoring higher levels of emotional exhaustion among women. On the other hand, male teachers, culturally conditioned to avoid emotional involvement at work, face different challenges. According to Carlotto et al. (2014), this more rational and detached male behavior often comes into tension with the emotional demands of teaching, a profession socially perceived as feminine. Gil-Monte (2006) reinforces this understanding by stating that:

Socially, men are not encouraged to develop teaching skills, making it more difficult for them to deal with certain cognitive and emotional stressors present in everyday teaching life.

This distance may help explain the lower levels of job satisfaction observed among men. As Carlotto et al. (2014) point out, many teachers do not identify with the traditional model of the profession, which can lead to frustration and disillusionment. In contrast, Gil-Monte (2006) observes that women tend to report greater job satisfaction because they feel motivated to achieve goals that they consider socially and personally meaningful.

In this context, it is possible to understand the higher rates of guilt and indolence among male teachers, as well as the increase in Profiles 1 and 2 of burnout syndrome. Society still imposes high performance expectations on men, and given the difficulty of meeting these expectations in a socially feminized professional space, feelings of inadequacy, frustration, and psychological distress may emerge. Zaffari et al. (2009, p. 12) complement this analysis by stating that:

Such behaviors may help explain the higher Profile 2 scores among men, who tend to use avoidance strategies and are more prone to work-related exhaustion and burnout syndrome.

The reports of the research participants corroborate these interpretations, highlighting how burnout manifests itself in concrete terms in the daily life of teachers. Teacher 844 expresses the emotional weight associated with feelings of guilt: "Guilt for the student's academic failure." Other testimonies reveal the cumulative impact of physical and emotional exhaustion throughout their careers

Seeing your age catching up with you, your body not responding in the same way, children becoming more and more unruly, and parents and management oblivious to it all. It's very strange and distressing to know that you are alone and responsible for everything. Without quality service and forced to cope, even though your body is not up to it. And if you evaluate yourself, then you ruin what's left: your mental health. I love what I do, but I don't consider it an easy profession, and I blame myself for not being able to do it. Even alone, it's part of my day and my profession today, after 23 years in the profession. (Teacher 1741).

Another participant reinforces the association between overload, guilt, and emotional exhaustion:

The guilt of not being able to perform my routine activities with 100% efficiency. Extreme fatigue and the lack of commitment of some people end up overwhelming us, as we end up trying to perform tasks beyond our competence so that work at school is not affected. (Teacher 1516).

These reports show that teacher burnout goes beyond statistics and expresses human suffering, marked by frustrations, institutional pressures, and emotional demands that manifest themselves differently between men and women. Thus, the articulation between quantitative data and qualitative narratives reinforces the importance of considering gender as a key element in understanding mental illness in teaching work.

## CONCLUSION

The results presented highlight relevant nuances regarding the manifestation of burnout syndrome among public school teachers, analyzed based on the four dimensions and two clinical profiles defined by the CESQT instrument. Although, in general, no statistically significant differences were observed between genders in the dimensions of Illusion of work, Indolence, and Guilt, it is important to note that male teachers had slightly higher percentages in all three dimensions. However, these variations do not constitute sufficient evidence to affirm the existence of a pattern influenced by gender in these specific aspects.

The most notable data in this analysis, both in terms of percentage and statistical significance, refers to the dimension of psychological exhaustion, in which female teachers presented substantially higher rates compared to male teachers. The statistical significance found ( $p = 0.0063$ ) reinforces that this difference is not random, but rather indicative of greater emotional vulnerability among female teachers in the face of the demands of their professional activity. This finding suggests that, although both men and women are subject to burnout, women face more intense emotional and cognitive pressures that characterize everyday school life, especially in the context of public education, marked by work overload, scarce resources, and high emotional demands in relationships with students, families, and administrators.

Furthermore, it is important to consider that this greater susceptibility may be associated with factors that go beyond the school environment, such as the double or triple work shifts that many women face, balancing their teaching careers with family and domestic responsibilities. Added to this are structural elements, such as gender inequality in power relations, the absence of effective support networks, and the normalization of female emotional overload within institutions. These factors make the teaching experience even more exhausting for women, contributing directly to the high levels of psychological distress observed.

It is necessary to recognize that the phenomenon of burnout is multifaceted and that understanding it requires an approach that considers the specificities of the work environment, social contexts, and the intersections between gender and work. Based on the findings of this research, there is a clear need for actions more focused on the mental health of female teachers, especially with regard to coping with emotional exhaustion in the teaching profession.

Despite the heterogeneity observed between the results of male and female teachers in the different dimensions evaluated, the statistical data did not indicate a significant association between gender and the clinical profiles of burnout defined by the CESQT instrument. In both Profile 1 and Profile 2, the percentage differences between men and women were not statistically significant. This suggests that in total exhaustion, gender was not a determining factor in the sample studied, reinforcing the idea that the progression of burnout can affect professionals of both sexes indiscriminately.

This finding contributes to a more comprehensive understanding of the phenomenon, indicating that, although there are variations between genders in certain specific dimensions — such as psychological exhaustion, which was statistically significant among women — the progression to illness due to the syndrome seems to occur more equitably among teachers.

Thus, it is clear that public policies aimed at preventing and addressing burnout in the educational environment must consider both gender specificities and the universal demands of the teaching profession, promoting broad interventions aimed at improving working conditions and strengthening the mental health of all education professionals.

Caution is recommended in interpreting the data presented, since the collection was carried out using a cross-sectional design, which limits the possibility of establishing causal relationships between the variables investigated. This type of study offers a snapshot of the participants' reality, reflecting their conditions and perceptions at the specific moment of collection, without considering variations over time. For this reason, the results should be understood as indicative and not as determinative of the relationships between gender and the manifestation of burnout syndrome in the teaching context.

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#### Authors contribution

HPL: Conceptualization (designing the study, defining research questions and objectives), Methodology (research design), Data management (management of data and metadata, maintenance of data for initial and subsequent use), Data collection (conducting experiments and applying data collection procedures, such as questionnaires or interviews, for example), Statistical analysis (conducting the statistical design), Data analysis (interpretation of results and attribution of meaning based on predetermined theoretical frameworks), Visual preparation of data (visual organization, creation of tables, charts, and other graphical elements), Writing (drafting of the original manuscript). ECM: Conceptualization (designing the study, defining questions and objectives), Methodology (research design), Project management (guidance, supervision, or coordination), Review (critical review of the original manuscript and approval of the version to be submitted).

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