

Burnout syndrome: a study of Physical Education teachers

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Abstract: Direct and intense contact with people is an attribute of the teaching profession – which favors the development of Burnout Syndrome. This descriptive study was intended to verify the presence of that syndrome in Physical Education teachers of municipal schools in the city of Pelotas, RS, Brazil. Our data show that 60.6% of teachers felt high emotional exhaustion; 22.3% felt high depersonalization; 34.0% felt low professional accomplishment. The scores indicate the presence of the Syndrome in 8.5% of them. The results indicate the importance of administrators' attention to implementation of and compliance with public policies to prevent diseases affecting teachers.

Key words: Burnout Syndrome. Teachers. Physical education.

1 INTRODUCTION

Technological progress brought about changes both in the production process, which enabled increase in profits – and in people's lives, which brought impacts to workers' health, with different physical and psychic manifestations. In this context, education has not been blind to the novelties introduced in the

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labor world, which cause physical and emotional exhaustion, professional dissatisfaction, absenteeism and illnesses arising specifically from the professional teaching, due to the complexity of the labor process that is typical of this profession.

Consequences caused by occupational situations include Burnout Syndrome, described in 1974 by American psychiatrist Herbert Freudenberger (MASLACH; SCHAUFELI; LEITER, 2001). Burnout Syndrome, as referred to in Santini's (2004) study, is a reaction to chronic emotional tension generated by work performed in direct and excessive contact with people. According to Maslach and Jackson (1981), this syndrome includes three dimensions: emotional exhaustion (dimension identified by the feeling of physical and emotional exhaustion); depersonalization (representing the dimension of interpersonal context of Burnout Syndrome and referring to attitudes of emotional detachment); professional accomplishment (corresponds to the dimension of self-evaluation of the syndrome and refers to feelings of powerlessness, low productivity at work and staff discontent) MASLACH; JACKSON, 1981, CODO; VASQUES-MENEZES, 1999, MASLACH; SHAUFELI; LEITER, 2001, BENEVIDES-PEREIRA, 2002).

Burnout Syndrome has been the focus of studies with basic education teachers (CARLOTTO; PALAZZO, 2006, MAZON; CARLOTTO; CÂMARA, 2008), Physical Education teachers (SANTINI, 2004; SANTINI; MOLINA NETO, 2005; MOREIRA *et al.*, 2009); health professionals (MUROFUSE; ABRANCHES; NAPOLEÃO, 2005, TIRONI *et al.*, 2009); and academic professionals (CHRISTOFOLETTI *et al.*, 2007), since it affects people in distinct occupations.

Burnout Syndrome affects individuals when they have low expectation towards professional accomplishment, high depersonalization and high emotional exhaustion. Benevides-Pereira (2002) points out that the typical symptom of that Syndrome is the feeling of physical and emotional exhaustion that is reflected

in negative attitudes, such as absenteeism, aggression, isolation, sudden mood swings, irritability, difficulty concentrating, memory lapses, anxiety, depression, pessimism and low self-esteem. The following symptoms are also described: headaches, sweating, constant fatigue, immunodeficiency, cardiovascular disorders, disorders of the respiratory and gastrointestinal systems, sexual dysfunction, hypertension, muscle aches, insomnia and asthma attacks.

Idealistic teachers who are enthusiastic about their teaching are more vulnerable to Burnout Syndrome because their commitment to work causes intense engagement and they feel frustrated when they see no return on that effort. Teachers' high level of unmet expectations can also be associated with that Syndrome (MASLACH; JACKSON, 1984).

Highlighting risks to teachers with Burnout Syndrome, the study by Levy, Nunes Sobrinho and Souza (2009) found that teachers with this Syndrome are more vulnerable to physical aggression in the classroom. Regarding Physical Education, important aspects experienced daily raise professionals' stress level in most public schools, such as practical lessons taught in several different spaces. Furthermore, unsatisfactory working conditions – heat, cold, excessive noise, poor hygiene and limited physical spaces – can also lead to burnout syndrome (GIL-MONTE; PEIRÓ, 1997, BENEVIDES-PEREIRA, 2002).

The study by Rodrigues, Figueiredo and Andrade Filho (2012), which deals with social-professional relations in the school environment, underscores the importance of establishing relationships that strengthen construction of teachers' identity in order to improve professional intervention. In this sense, Silva and Afonso (2012) report the idea that a dignified lifestyle for educators helps student's learning process.

Therefore, this study is justified in order to investigate Burnout Syndrome in Physical Education teachers of municipal schools in Pelotas, RS, Brazil since, as the understanding of

this phenomenon is enhanced by identifying steps, dimensions, stressors and variables with more significant associations, we will be able to look for ways to prevent, minimize or even stop the syndrome. That will help teachers in their working life quality as well as those involved in the educational process.

2 METHODOLOGICAL PROCEDURES

This study is a descriptive research with quantitative data approach (MATTAR, 1999, THOMAS; NELSON, 2002, GIL, 2007). From a universe of 118 Physical Education teachers linked to municipal public schools in Pelotas, 94 of them participated in the study. They were selected according to the following inclusion criteria: a) being a Physical Education teacher in the municipal school system; b) working in urban schools; c) being currently working as a teacher and/or in the management staff or other school departments. Exclusion criteria included: a) being on maternity leave; b) conducting research that is relevant to this study.

As illustrated in Figure 1, Physical Education teachers participating in this study included: 34 male and 60 female; 44 teachers aged 39 or below; and 50 teachers aged 40 or more; 45 teachers had only initial training in Physical Education and 49 had a post-graduate education (*lato sensu* or *stricto sensu*; wage income exceeded 6 minimum wages for 33 teachers and 61 teachers received up to 5 minimum wages; 51 respondents were married and 43 reported other marital categories (single, divorced, stable union or widowed).

Two questionnaires were used to collect information: one for the collection of teachers' socio-demographic data, and another one named Maslach Burnout Inventory (MBI) by Maslach and Jackson (1986), adapted by the Group of Studies and Research on Stress and Burnout. The Maslach Burnout Inventory consists of 22 items accompanied by a seven-point Likert scale where zero corresponds to "never" and six means "daily" (never, once a year, once a month, a few times a month, once a week, a few times a week, daily).

Figure 1 - Physical Education Teachers taking part in the study

SOCIODEMOGRAPHIC VARIABLES

Variables	Categories	N	(%)
Sex	Male	34	36.2
	Female	60	63.8
Age	Up to 39	44	46.8
	40+	50	53.2
Marital status	Married	51	54.3
	Others	43	45.7
Family income*	Up to 5 minimum wages	61	64.9
	Less than 6 minimum wages	33	35.1
Education	Undergraduate	45	47.9
	Graduate	49	52.1

*As minimum wages

Source: Authors

The instrument was structured on three dimensions seeking to identify signs of Burnout Syndrome – emotional exhaustion, depersonalization, personal accomplishment. They were ranked as low, medium and high. High scores in emotional exhaustion and depersonalization and low scores in personal accomplishment represent higher incidence of Burnout Syndrome (MASLACH; JACKSON, 1981, MASLACH; JACKSON, 1986, BENEVIDES-PEREIRA, 2001). Figure 2 shows the scale of analysis with maximum and minimum scores for each dimension.

Data collection took place after approval by the School of Physical Education's Ethics Committee, Federal University of Pelotas (015/2011, on October 6, 2011). It should be noted that teachers' participation was conditioned upon their signing a Free and Informed Consent form.

Figure 2: Scale of analysis of the Maslach Burnout Inventory developed by the Group of Studies and Research on Stress and Burnout (GEPEB).

DIMENSIONS	CUTOFF POINTS		
	LOW	MEDIUM	HIGH
Emotional exhaustion (EE)	0-15	16-25	26-54
Depersonalization (DE)	0-02	03-08	09-30
Professional accomplishment (PA)	0-33	34-42	43-48

For analysis, data were stored on an Excel-2007 spreadsheet and statistical analyzes were performed using STATA-12.0 software. Parametric statistics with significance level of $p < 0.05$ was adopted. Chi-square test was used to detect differences between variables: gender, age, marital status, and teacher training. Fisher's exact test was used to determine the statistical difference in the emotional exhaustion dimension with respect to family income.

RESULTS

As a result of the study in terms of the variable sex (Figure 3), the highest levels for the emotional exhaustion dimension were detected in high exhaustion for both males (55.8%) and females (63.3%). High score on moderate depersonalization were found in 41.2% of male teachers and in 40% of female teachers. Moderate professional accomplishment was found in 41.2% of male teachers and 50.0% of female teachers.

As summarized in Figure 4, most teachers in the study were aged 40 or more (53.2%), and those aged up to 39 years were 46.8%. Both groups had high emotional exhaustion: up to 39 years of age, 72.7%; 40 or more, 50%. However, teachers aged up to 30 showed higher scores in low depersonalization and in low personal accomplishment.

Figure 3: Dimensions of Burnout Syndrome and the sex variable

SCORES	LOW n (%)	MODERATE n (%)	HIGH n (%)	TOTAL n (%)	p*
EMOTIONAL EXHAUSTION					
Male	6 (17.7)	9 (26.5)	19 (55.8)	34 (100.0)	0.551*
Female	6 (10.0)	16 (26.7)	38 (63.3)	60 (100.0)	
Total	12 (12.8)	25 (26.6)	57 (60.6)	94 (100.0)	
DEPERSONALIZATION					
Male	12 (35.3)	14 (41.2)	8 (23.5)	34 (100.0)	0.954*
Female	23 (38.3)	24 (40.0)	13 (21.7)	60 (100.0)	
Total	35 (37.2)	38 (40.4)	21 (22.3)	94 (100.0)	
PROFESSIONAL CONDUCT					
Male	11 (32.4)	14 (41.2)	9 (26.5)	34 (100.0)	0.387*
Female	21 (35.0)	30 (50.0)	9 (15.0)	60 (100.0)	
Total	32 (34.0)	44 (46.8)	18 (19.2)	94 (100.0)	

*Chi-square Test

Source: Authors

Figure 4: Dimensions of Burnout Syndrome and the age variable

SCORES	LOW n (%)	MODERATE n (%)	HIGH n (%)	TOTAL n (%)	p
EMOTIONAL EXHAUSTION					
Up to 39	4 (9.1)	8 (18.2)	32 (72.7)	44 (100.0)	0.079*
40+	8 (16.0)	17 (34.0)	25 (50.0)	50 (100.0)	
Total	12 (12.8)	25 (26.5)	57 (60.6)	94 (100.0)	
DEPERSONALIZATION					
Up to 39	18 (40.9)	13 (29.6)	13 (29.6)	44 (100.0)	0.098*
40+	17 (34.0)	25 (50.0)	8 (16.0)	50 (100.0)	
Total	35 (37.2)	38 (40.4)	21 (22.3)	94 (100.0)	
PROFESSIONAL CONDUCT					
Up to 39	21 (47.7)	20 (45.5)	3 (6.8)	44 (100.0)	0.004*
40+	11 (22.0)	24 (48.0)	15 (30.0)	50 (100.0)	
Total	32 (34.0)	44 (46.8)	18 (19.2)	94 (100.0)	

*Chi-square Test

Source: Authors

Regarding the marital status variable (Figure 5), 54.3% of teachers were married and 45.7% belonged to other marital status categories. A significant statistical difference ($p = 0.032$) was found with respect to the marital status variable and the emotional exhaustion dimension, highlighting high levels predominant in married teachers. Conversely, higher levels were found for teachers in both age groups in moderate professional accomplishment and moderate depersonalization.

Figure 5: Burnout Syndrome dimensions and the marital status variable

INDEXs	LOW n (%)	MODERATE n (%)	HIGH n (%)	TOTAL n (%)	p
EMOTIONAL EXHAUSTION					
Married	8 (15.7)	8 (15.7)	35 (68.6)	51 (100.0)	0.032 *
Other	4 (9.3)	17 (39.5)	22 (51.2)	43 (100.0)	
Total	12 (12.8)	25 (26.6) 57 (60.6)		94 (100.0)	
DEPERSONALIZATION					
Married	16 (31.4)	22 (43.1)	13 (25.5)	51 (100.0)	0.422 *
Other	19 (44.2)	16 (37.2)	8 (18.6)	43 (100.0)	
Total	35 (37.2)	38 (40.4)	21 (22.3)	94 (100.0)	
PROFESSIONAL ACCOMPLISHMENT					
Married	17 (33.3)	26 (51.1)	8 (15.7)	51 (100.0)	0.569 *
Other	15 (34.9)	18 (41.9)	10 (23.3)	43 (100.0)	
Total	32 (34.0)	44 (46.8)	18 (19.2)	94 (100.0)	

*Chi-square Test

Source: Authors

Considering the wage income of all teachers participating in the study (Figure 6), 64.9% of them earned up to five minimum wages and 35.1% earn six times the minimum wage or more. Thus, the two groups of teachers showed high emotional exhaustion, differently from the depersonalization dimension in which 47.5% of those who earn up to 5 minimum wages and 45.5% of those with household income of 6 minimum wages or more reported moderate depersonalization. However, regarding the depersonalization dimension, teachers did not show high scores,

and 39.2% of those who earned up to five minimum wages focused on low depersonalization and 48.5% of teachers earning six or more minimum wages of household income focused on moderate depersonalization.

Figure 6: Dimensions of Burnout Syndrome and the family income variable

SCORES	LOW n (%)	MODERATE n (%)	HIGH n (%)	TOTAL n (%)	p
EMOTIONAL EXHAUSTION					
Up to 6 minimum wages	9 (14.8)	15 (24.6)	37 (60.7)	61 (100.0)	0.740 **
6 minimum wages +	3 (9.1)	10 (30.3)	20 (60.6)	33 (100.0)	
Total	12 (12.8)	25 (26.6)	57 (60.6)	94 (100.0)	
DEPERSONALIZATION					
Up to 5 minimum wages	24 (39.3)	22 (36.1)	15 (24.6)	61 (100.0)	0.492 *
6 minimum wages +	11 (33.3)	16 (48.5)	6 (18.2)	33 (100.0)	
Total	35 (37.2)	38 (40.4)	21 (22.3)	94 (100.0)	
PROFESSIONAL ACCOMPLISHMENT					
Up to 5 minimum wages	24 (39.3)	29 (47.5)	8 (13.1)	61 (100.0)	0.093 *
6 minimum wages +	8 (24.2)	15 (45.5)	10 (30.3)	33 (100.0)	
Total	32 (34.0)	44 (46.8)	18 (19.2)	94 (100.0)	

*Chi-square Test **Fischer's Exact Test

Source: Authors

Considering the teacher training variable (Figure 7), all teachers in the study had a degree in Physical Education. Of that total, 49 took graduate-level courses, and 12 underwent *latu senso* (non-degree) training. A statistically significant difference ($p=0.028$) was found with regard to the training variable and the depersonalization dimension. However, the highest concentration of teachers, considering the other dimensions, was found in high emotional exhaustion and moderate professional accomplishment.

Figure 7: Dimensions of Burnout Syndrome and training variable

SCORES	LOW n (%)	MODERATE n (%)	HIGH n (%)	TOTAL n (%)	p
EMOTIONAL EXHAUSTION					
Undergraduation	5 (11.1)	15 (33.3)	25 (55.6)	45 (100.0)	0.363 *
Graduation	7 (14.3)	10 (20.4)	32 (65.3)	49 (100.0)	
Total	12 (12.8)	25 (26.6)	57 (60.6)	94 (100.0)	
DEPERSONALIZATION					
Undergraduation	23 (51.1)	14 (31.1)	8 (17.8)	45 (100.0)	0.028 *
Graduation	12 (24.5)	24 (49.0)	13 (26.5)	49 (100.0)	
Total	35 (37.2)	38 (40.4)	21 (22.3)	94 (100.0)	
PROFESSIONAL ACCOMPLISHMENT					
Undergraduation	15 (33.3)	21 (46.7)	9 (20.0)	45 (100.0)	0.977 *
Graduation	17 (34.7)	23 (46.9)	9 (18.4)	49 (100.0)	
Total	32 (34.0)	44 (46.8)	18 (19.2)	94 (100.0)	

*Chi-square Test

Source: Authors

In the final results of the assessment of Burnout Syndrome (Figure 8), we found that teachers had high emotional exhaustion. That is manifested in the analysis of all study variables. However, many of the teachers are in the group with moderate depersonalization (40.4%) and moderate professional accomplishment (46.8%). Therefore, very close percentage for teachers with moderate (40.8%) and low (37.2%) depersonalization and moderate (46.8%) and low (34.0%) professional accomplishment were found in the group.

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Figure 8 - General data on Burnout Syndrome dimensions

DIMENSION	LOW n (%)	MODERATE n (%)	HIGH n (%)	TOTAL n (%)
Emotional exhaustion (EE)	12 (12.8)	25 (26.6)	57 (60.6)	94 (100.0)
Depersonalization (DE)	35 (37.2)	38 (40.4)	21 (22.3)	94 (100.0)
Professional Accomplishment (PA)	32 (34.0)	44 (46.8)	18 (19.2)	94 (100.0)

Source: Authors

3 DISCUSSION

The results of the study show that the emotional exhaustion dimension causes teachers investigated to be concerned and that women had higher percentages in that dimension – data supported by studies by Reis et al. (2006) and Benevides-Pereira; Takahashi; Massanobu (2010, p. 154), which found similar results. Reis *et al.* (2006) argue that overwork is one of the major factors for emotional exhaustion. Given that most teachers investigated are female, the double shift caused by domestic tasks makes work even more exhausting and tiring for female teachers.

The slight difference found, indicating that male teachers tend to depersonalize more than females, was similar to that found in Gomes et al. (2010) when they investigated 689 Portuguese teachers. The authors found that men tend to depersonalize more than women, which is possibly due to the fact that women respond better than men to stress problems. Maslach and Jackson (1985) explain that depersonalization is higher in men because they have more difficulty expressing their feelings than women.

We should highlight the need for a close look at working conditions in the context of teachers' intervention. The study by Guimarães (2005) reveals that professional accomplishment means both pleasure and suffering at work, as it is subject to the impact of workers' values on their context of intervention, especially regarding social interactions established in the labor environment.

The age variable in relation to the emotional exhaustion dimension shows high scores for teachers in both sets of age groups. However, older teachers had lower percentages of high emotional exhaustion since as years go by, professionals acquire more confidence in their activities and therefore are less vulnerable to labor tensions (SANTINI, 2004).

With age, teachers tend to feel more professionally accomplished and perhaps diversify their relationships with

peers and the school community. Results showing greater depersonalization in younger teachers might be explained by studies that see that behavior as a result of teacher inexperience (LEVY; NUNES SOBRINHO; SOUZA, 2009).

Positive association was found between professional accomplishment and the age variable, indicating that older teachers have higher scores for the former. The cause might be the fact that older teachers can mobilize knowledge developed from their experience, their teaching and their contact with their peers. They may be more emotionally and pedagogically prepared to deal with certain issues than younger teachers, since the latter start teaching soon after graduation and are faced with a reality that is different from that experienced in college (TARDIFF, 2000).

The individual analysis of each participant indicated that only one teacher showed no characteristics of Burnout Syndrome, concomitantly presenting low emotional exhaustion, low depersonalization and high professional accomplishment. We suggest that studies should be conducted with the same teacher in order to seek information about her environment, her personality, her context and other variables that may provide indicators for understanding and coping with Burnout Syndrome.

Our results show that strategies should be put in place by the governing body in order to really achieve continuing education programs, give special assistance to teachers with Burnout Syndrome, thus seeking teachers' professional satisfaction and accomplishment. Therefore, it is necessary to provide teachers in general with attention and support, but with a special look at younger ones who are in the entrance cycle of their careers according to the professional classification proposed by Farias and Nascimento (2012), so they can exercise the teaching profession with quality, preserving their health and reducing career dropout.

As for family, Santini (2004) warns that the affective stability involved in being a parent provides the balance required to resolve conflict situations. However, the family situation is not the only

variable associated with Burnout Syndrome, but rather the place occupied by family regarding the work of professionals who prioritize education over their own family life. On the other hand, family support regarding work is essential as a strategy to cope with Burnout Syndrome (BENEVIDES-PEREIRA; YAMASHITA; TAKAHASHI, 2010). Note that by “family” we mean the different forms of that institution in its historical and cultural aspects.

Trying to understand the results obtained regarding income, we conducted an analysis of wages. It was found that, in 2009, the basic wage for Pelotas’s municipal teachers, according to the paycheck of a level-II teacher – corresponding to a full teacher’s degree, like most participants in this study working 20 hours a week – was 0.67% of the current federal minimum wage. Four years later, the basic salary has dropped to 0.53% of that minimum wage. Considering the regional minimum wage, the percentage is reduced to 0.47%.

When checking Physical Education teachers’ quality of life, Silva and Nunes (2009) revealed that wage was the main reason for their dissatisfaction, followed by number of students per class, working conditions related to physical space and materials and managers’ demands. Dissatisfaction with low wages leads the vast majority of teachers to seek several jobs – activities within the field of their Physical Education training, such as bodybuilding instruction, fitness, among others, in order to increase family income (SILVA, NUNES, 2009).

Existing government policies for teacher valorization should be put into practice, because career advancement, wages and working conditions leave much to be desired and endanger the physical and emotional health of these professionals. That contributes to teacher dropout and to lack of students in teacher and pedagogy courses (LEMOS, 2007, MOREIRA *et al.*, 2009, SILVA; LIMA, 2010).

Despite difficulties constantly found by teachers, the training of Physical Education teachers linked to Pelotas’s municipal schools

aims at professional qualification, which should be reviewed in their Career and Salary Plan. Although professionals of that school system are qualified, teacher valorization is below expectations, explaining the high levels of emotional exhaustion observed in this investigation. Several studies indicate that variable as an indicator of high scores in that dimension and show that the phenomenon occurs due teachers' high expectations or idealism regarding their education (SANTINI, 2004, GIL-MONTE; PEIRÓ, 1997).

Results indicate that higher educational levels are positively associated with the depersonalization dimension and professional training, showing that teachers with more education depersonalize more. This finding can be understood based on Carlotto (2001), who says that individuals have higher levels of Burnout Syndrome when they see high discrepancies between the expectations of professional development and real aspects of their work.

To understand the results presented here, we sought municipal legislation on the Teacher's Career Plan, which addresses incentive, i.e. the way of providing cash retribution according to training (PELOTAS, 1989). However, incentives mentioned in the current legislation apply to teachers' basic wages. The municipality of Pelotas's failure to implement the federal law that established the national professional minimum salary for public teaching professionals – Law 11,738/2008, Brasil (2008) – makes the wage difference arising from the incentive insignificant, even undermining valorization of skilled labor. This has led teachers increasingly to wage losses. To ensure basic family support, they face stressful and unhealthy working hours, despite having good training as is the case of the teachers participating in this study (SINOTT; VEIGA; AFONSO, 2012).

It is necessary to seek a new teacher identity. Nóvoa (1998) warns that we should overcome the vision of misery which ended up involving teachers, interfering with their self-esteem and hence with their pedagogical action. By analyzing the professional accomplishment dimension, closer results were found between

teachers with graduate and postgraduate education.

Re-establishment of teacher identity pointed out by Nóvoa (1998) requires public policies aimed at valuing teachers' work and training in order for professionals to feel encouraged to seek qualification, knowing that in addition to enhancing the quality of teaching, improvement will bring effective wage gains and thus enable higher quality of life, health and teaching dignity.

Working conditions, low wages, interpersonal relationships, family life, the commuting routine, low professional valorization are inherent to all weaknesses of teaching activities. Certainly, all this causes afflictions, anxieties, beliefs and expectations, sometimes realized, sometimes transformed into difficult psychological and physical situations. All these tensions weaken the school context and can be signs of Burnout Syndrome. In fact, data should not imply the Syndrome for any teacher, but even if a small number – considering the sample size – show signs of it, targets should be redesigned in order to overcome such reality.

4 FINAL REMARKS

This study addressed Burnout Syndrome in Physical Education teachers from Pelotas' municipal school system. It concluded that teachers presented evidence that they are already affected by that Syndrome, although that can only be inferred by study's data.

From the variables studied as well as the overall evaluation of the syndrome, the emotional exhaustion dimension showed the highest scores. Depersonalization remained moderate for the variables of marital status (married); age (40+); training (post-graduation); sex (male and female); family income (under six times the minimum wage). Statistically significant differences were found in the association of this dimension with the training variable, indicating that undergraduate teachers showed low depersonalization, while for post-graduates, that dimension remained moderate.

Regarding the professional accomplishment dimension, that dimension did not show high scores in any of the variables investigated, emerging only as moderate in the variables family income, gender, training, marital status, age (40+).

Age was an important variable because younger teachers presented high emotional exhaustion and lower professional accomplishment more evidently than older ones. Although professional accomplishment scores are higher for teachers with higher wages, the study did not find family income as a determinant factor for the Syndrome. This result may be due to the adoption of only two wage ranges and the use of family income instead of teachers' individual income. Thus, we suggest further studies with different approaches to this variable.

We concluded that there is a need for teachers and administrators to have access to this kind of study in order to broaden information and allow greater knowledge of Burnout Syndrome. We also emphasize the importance of promoting and developing public policies that favor recognition of and appreciation for the teaching profession. Teacher's health care is an emergency.

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