

PRÁTICAS TERAPÊUTICAS PARA REDUÇÃO DA FREQUÊNCIA DO *BURNOUT* EM PROFESSORES: Revisão Sistemática

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Resumo

A identificação recorrente de *burnout* em professores indica a necessidade de conhecer técnicas e programas de intervenção eficazes. Este estudo identificou as práticas de intervenção do *burnout* e analisou os efeitos na redução dos níveis de *burnout* em professores. Foi realizada uma busca de artigos nas bases Scielo, Lilacs e Portal da Capes entre os anos de 2008 e 2020 de acordo com os procedimentos PRISMA. Foram selecionados 6 estudos que apontaram 4 práticas de intervenção: psicoeducação em terapia de grupo, práticas de terapia respiratória-AFA, *mindfulness* e meditação. Foram observados resultados positivos no docente como aumento do bem-estar, autoconfiança e retorno ao trabalho. Houve uma redução dos dias de licença por incapacidade ou esgotamento mental. Conclui-se que as técnicas de intervenção analisadas mostraram reduzir a frequência de sentimentos do *burnout*, a recuperação da sua saúde mental e a possibilidade de recondução dos professores para a sala de aula.

Palavras-chave: Educação. Esgotamento mental. Esgotamento psíquico. Estafa. Estresse.

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THERAPEUTIC PRACTICES FOR REDUCING THE FREQUENCY OF *BURNOUT* IN TEACHERS: Systematic Review

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Abstract

The recurring identification of burnout in teachers indicates the need to know effective intervention techniques and programs. This study identified burnout intervention practices and analyzed the effects on reducing burnout levels in teachers. A search for articles was carried out in the Scielo, Lilacs and Portal da Capes databases between 2008 and 2020 according to PRISMA procedures. Six studies were selected that highlighted four intervention practices: psychoeducation in group therapy, respiratory therapy-AFA practices, mindfulness and meditation. Positive results were observed in teachers, such as increased well-being, self-confidence and return to work. There was a reduction in leave days due to incapacity or mental exhaustion. It is concluded that the intervention techniques analyzed were shown to reduce the frequency of feelings of burnout, the recovery of mental health and the possibility of returning teachers to the classroom.

Keywords: Education. Mental exhaustion. Psychic exhaustion. Burnout. Stress.

PRÁTICAS TERAPÉUTICAS PARA REDUCIR LA FRECUENCIA DEL *BURNOUT* EN LOS PROFESORES: REVISIÓN SISTEMÁTICA

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Resumen

La identificación recurrente del agotamiento en los profesores subraya la necesidad de comprender técnicas y programas de intervención efectivos. Este estudio tuvo como objetivo identificar las prácticas de intervención para el agotamiento y evaluar sus efectos en la reducción de los niveles de agotamiento en los profesores. Se llevó a cabo una búsqueda sistemática de artículos en las bases de datos Scielo, Lilacs y Portal da Capes, abarcando los años 2008 a 2020, siguiendo los procedimientos PRISMA. Se seleccionaron seis estudios que señalaron cuatro prácticas de intervención: psicoeducación en terapia grupal, prácticas de terapia respiratoria-AFA, atención plena (mindfulness) y meditación. Se observaron resultados positivos en los docentes, como un aumento en el bienestar, la autoconfianza y un retorno exitoso al trabajo. También se registró una reducción en los días de licencia por incapacidad o agotamiento mental. En conclusión, las técnicas de intervención analizadas demostraron ser efectivas en disminuir la frecuencia de sentimientos de agotamiento, promover la recuperación de la salud mental y facilitar el regreso de los profesores al aula.

Palabras clave: Educación. Agotamiento mental. Agotamiento psíquico. Burnout. Estrés.

Introduction

The need to adapt to a lifestyle aligned with the principles of consumerism has created a concerning reality for people for some time. According to Murofuse, Abranches, and Napoleão (2005), the technological changes introduced into the production process have enabled companies to increase productivity and, consequently, profits. However, this has also had impacts on workers' health, affecting both the physical and psychological aspects of the population.

It is evident that the current world of work, given the challenges of industrial progress, globalization, technological development, and virtual communication, imposes conditions that exceed the limits of people's skills and competencies, resulting in workplace stress (MURAT; KÖSE; SAVAŞER, 2021). Thus, the professional in the globalized era is part of a scenario characterized by various stressors, such as high competitiveness, the rise of outsourced labor, and fierce competition, leading to physiological and cognitive strain on the human body (PRADO, 2016). In the exercise of human occupations, these stressors can interfere with the emotional balance of those involved. Stressors are classified as physical, when they stem from external agents; cognitive, when they threaten an individual's mental integrity; and emotional, when they arise from feelings with affective components (BENEVIDES-PEREIRA; YAMASHITA; TAKAHASHI, 2010).

In line with the overarching goal of the daily pursuit of profit, or at least subsistence, Brazilians often endure work schedules that exceed levels recommended for worker health (SILVA, 2013). As a result, there has been a considerable increase in mental illnesses among workers, who are subjected to increasingly heavier workloads over excessive periods of time, especially in the post-COVID-19 pandemic context (MURAT; KÖSE; SAVAŞER, 2021). Recent data indicate that chronic stress is a direct cause of work absenteeism, with burnout being one of the main consequences of stress in workers (GIL-MONTE; GARCÍA-JUESAS; HERNÁNDEZ, 2008; TELES et al.2020; LU et al., 2019).

Herbert Freudenberg (1974) coined the term "Burnout Syndrome" and defined it as a psychological disorder of a depressive nature, preceded by intense physical and mental exhaustion originating from the individual's work activity, i.e., a consequence of "chronic work-related stress" (FREUDENBERG, 1974). Currently, the term burnout is used, with its definition revised by Maslach, Schaufeli, and Leiter (2001), describing it as a syndrome of mental exhaustion characterized by three main components: emotional exhaustion (lack of energy and enthusiasm due to a feeling of depletion of resources to face adverse situations), depersonalization (interpersonal relationships are treated as

objects), and reduced personal accomplishment at work (feelings of unhappiness and dissatisfaction with work activities, negative self-assessment, and low productivity due to lack of interaction with other professionals). In Brazil, Decree No. 3.048, dated May 6, 1999, included item XII in the table of Work-Related Mental and Behavioral Disorders (Group V of the International Classification of Diseases – ICD-10), listing "Feeling of Being Finished" ("Burnout Syndrome," "Professional Exhaustion Syndrome") as synonyms for burnout, which, in the ICD-10, is classified under code Z73.0 (OMS, 1994).

In studies indicating burnout in teachers, age and years of experience are generally considered risk factors, with younger teachers or those with less experience exhibiting higher levels of perceived stress, as well as symptoms of physical and emotional exhaustion (TELES, et al. 2020). Borba et al. (2015) further identifies a negative work environment as a risk factor, triggering negative feelings in professionals, such as emotional tension, humiliation, demands, and chronic stress caused by exhausting working conditions in schools. Currently, burnout is characterized as a global psychosocial phenomenon, resulting from a chronic response to interpersonal stressors in the workplace, especially when there is excessive pressure, conflicts, and a lack of emotional and recognition-based rewards (AGYAPONG et al., 2022).

According to data from the International Labour Organization (ILO) and the Pan American Health Organization (PAHO) (2016), a study on occupational leave in Brazil revealed that 14% of annual worker health benefits were related to mental disorders. In this context, the teaching profession is considered by the ILO to be one of the most stressful, with a high incidence of factors that increase the risk of burnout (GIL-MONTE et al., 2008).

The phenomenon of burnout affects teachers globally, manifesting as an epidemic-scale problem that transcends national borders. According to Agyapong et al. (2022, p.7), when considering only clinically relevant psychological conditions (from moderate to severe) among teaching professionals, the prevalence of burnout varies significantly, ranging from 25.12% to 74%, while stress levels fluctuate between 8.3% and 87.1%. Consequently, the teaching profession emerges as a particularly vulnerable group to burnout, given the nature of the profession, which involves exposure to situations that may be inherently associated with dissatisfaction related to the work environment, interpersonal interactions during professional activities, or even the field itself (GOMES; MONTENEGRO; PEIXOTO; PEIXOTO, 2010; PHILIPP; SCHÜPBACH, 2010).

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In the Brazilian context, it is important to outline an overview of the educational structure, which may, in turn, contribute to the spread of burnout, considering the significant advances in the schooling process that, nonetheless, lack quality. As noted by Araújo (2008), Brazil has made considerable progress toward universalizing access to education, but the urgent need to "invest in quality" emerges as an undeniable priority. In recent years, efforts have primarily focused on ensuring student enrollment in both public and private schools; however, improvements in terms of teaching quality and education itself have been limited.

Considering this scenario, it is crucial to highlight that teachers' vulnerability to burnout and mental exhaustion is intrinsically related to multiple factors. Andrade et al. (2017) demonstrated that poor working conditions, extracurricular tasks, and limited social contact with friends and family are factors that, when repeated and accumulated, can make teachers vulnerable to burnout and mental exhaustion. According to Diehl and Marin (2016), factors leading to teacher illness include work organization, lack of recognition, student motivational and behavioral issues (lack of discipline and manners, relationship difficulties), limited family involvement, and problems with the physical environment (ergonomics, furniture, equipment, and noise and temperature conditions). Other studies have also shown that the diminished importance of the teacher's role in transmitting knowledge, along with the increasing emphasis on their role in reproducing a flexible workforce focused solely on employability undermines the significance of teaching, negatively affecting their health and leading to burnout (AGYAPONG et al., 2022; BORGES et al., 2002; LIMA; MORAIS, 2018; TOSTES; ALBUQUERQUE; SILVA; PETTERLE, 2018). Additionally, emotional hardening and the shifting of blame for students' personal issues onto teachers were identified as factors contributing to depersonalization (SILVA; OLIVEIRA, 2019).

Thus, recent studies have sought to understand the effects of burnout on teaching practice and have highlighted the impacts of this syndrome on teachers' daily routines (AGYAPONG et al., 2022; ANDRADE et al., 2017; LIMA; MORAIS, 2018). Burnout is associated with undesirable consequences for teachers' professional performance, such as the desire to leave the profession, loss of idealism regarding teaching, and negative attitudes toward students and colleagues (LIMA; MORAIS, 2018; MOYA-ALBIOL, SERRANO; SALVADOR, 2010; SILVA; OLIVEIRA, 2019).

Given this, research on burnout in teachers requires an understanding that goes beyond identification and prevalence. It is also necessary to explore how to reduce the incidence of this syndrome in teachers. One possible approach is to investigate the use of intervention techniques

aimed at reducing the frequency of burnout in teachers. Once evidence of the effectiveness of these intervention methods is identified, these strategies can serve as a foundation for future preventive and treatment actions for this syndrome in these professionals. Therefore, this study seeks to identify burnout intervention practices for teachers and analyze their effectiveness in reducing the levels of this syndrome in the educational work environment.

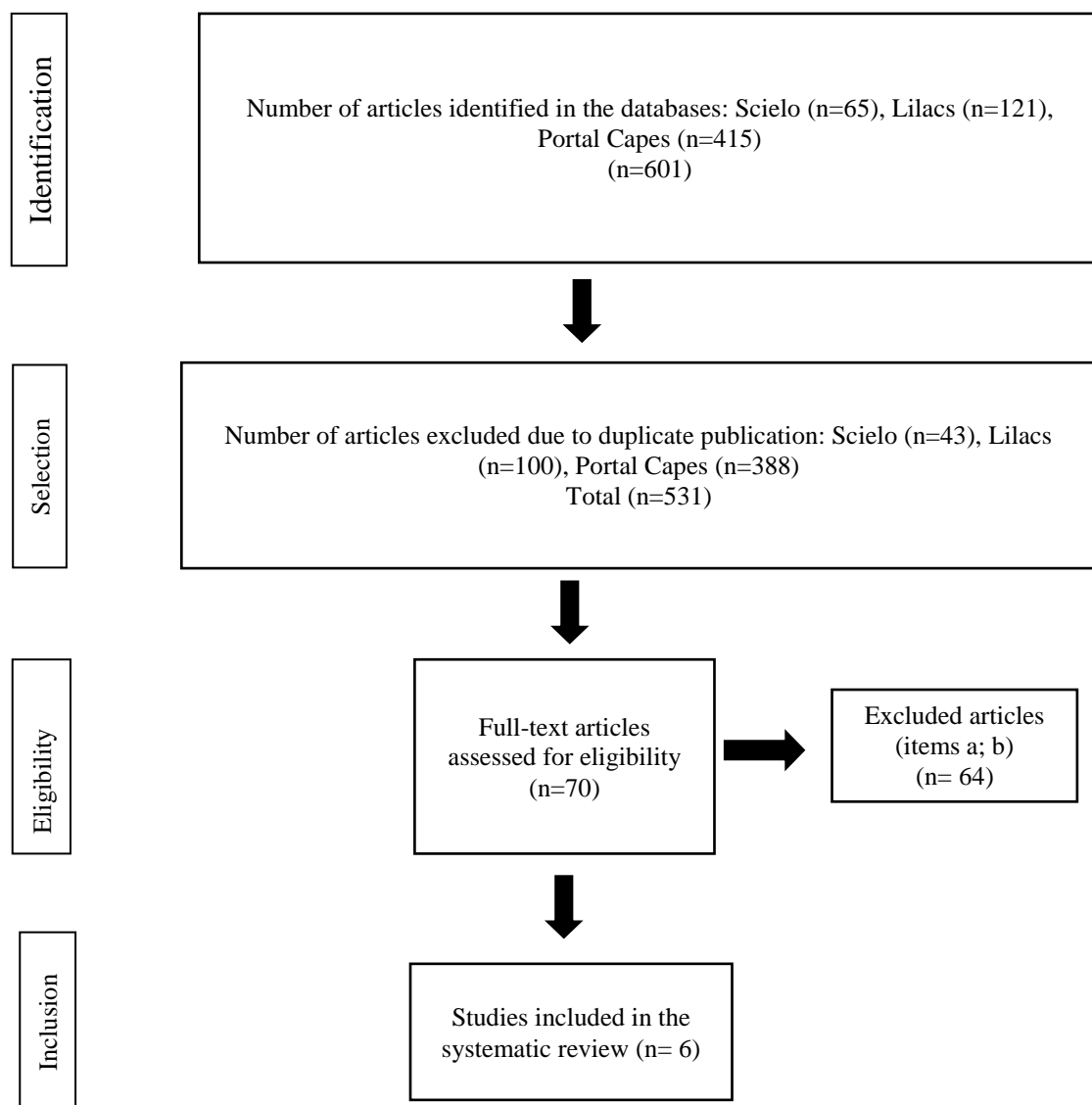
Method

To obtain published articles on intervention methods for teachers with burnout, a search was conducted using electronic database resources. Articles were searched in the Scientific Electronic Library Online (SciELO), Latin American and Caribbean Health Sciences Literature (LILACS), and Capes Portal databases, focusing on peer-reviewed original academic publications from 2008 to 2020.

The keyword combinations included the following descriptors/terms in both Portuguese and English, as found in the title: *esgotamento mental* (burnout), *professor* (teacher), *professores* (teachers), *intervenção* (intervention). The keyword "Burnout" was combined with the connector "AND" in double combinations, as in the example: "burnout AND professor"; "burnout AND intervention".

To be included in this review, the article had to: (a) be published in English, Portuguese, or Spanish; (b) involve research with teachers diagnosed with clinical burnout. The exclusion criteria were: (a) studies not involving intervention in teachers; (b) literature reviews; (c) duplicate studies. At the end of this process, 601 articles were found. After applying the inclusion and exclusion criteria, articles that involved epidemiological studies where the intervention was applied to teachers were selected, totaling 6 articles (Figure 1).

Figure 1- Procedures used in the article selection process



Source: prepared by the authors.

After selection, a data extraction protocol was created for these articles, which included information on: article reference, year of publication, study objective, sample size and demographic information (age and gender), instruments used, intervention technique applied, and results. The studies were organized and numbered according to the year of publication in ascending order.

Results

A total of six (6) articles were identified, which evaluated four (4) burnout intervention techniques for teachers: group psychotherapy practices (50%), group psychotherapy practices with AFA breathing technique (16.6%), mindfulness (16.6%), and meditation (16.6%). The descriptive information of these studies is presented in Table 1.

Table 1 - Descriptive analysis of the articles included in the systematic review on burnout intervention techniques for teachers

| Article | Author/ Year | Objetvive | Sample characteristi cs | Instrumento Avaliação do burnout | Technique Used | Results |
|---------|-----------------------------------|---|---|---|--|--|
| 1 | Wegner <i>et al.</i> (2011) | To investigate whether a stationary psychotherapeutic treatment, complemented by a specific intervention for work-related burnout, demonstrates long-term success and whether there are gaps and gender differences between high school teachers and teachers of other levels | 200 participants (134 women and 66 men), 51.1 ± 6.7 years old | Maslach Burnout Inventory (MBI) | Holistic stationary psychotherapeutic approach that included the concept of combining all areas of the clinic as the therapy setting (group therapy guided by Behavioral Therapy, Gestalt Therapy, and Kinesiotherapy) | The percentage of those who were not sick in the last quarter increased from 29.5% to 51.8% ($p < .001$), and the number of sick days in the last quarter decreased to less than one-third. There was also a significant improvement in the MBI emotional exhaustion (EE) score. Significant differences were found between men and women, as well as between different teaching levels. However, differences between teaching levels only appeared before the treatment. Regarding men, more efforts are needed to encourage them to start therapy earlier. |
| 2 | Goetz <i>et al.</i> (2013) | To evaluate the short- and medium-term effects of respiratory therapy for the treatment of burnout in teachers. | Intervention Group: 68 participants (55 women and 13 men), 47.3 ± 7.2 years Control Group: 27 participants | Behavior and experience patterns related to work (AVEM) | The intervention lasted a total of 11 weeks (weekly group therapy for eight weeks and three weeks of individual | AFA showed improvements in teachers in terms of "emotional distancing" and "mental balance and stability," serving as support in reducing burnout levels |

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| | | | | | | |
|---|--------------------------------|---|--|--|---|--|
| | | | (22 women and 5 men), 47.5 ± 7.4 years | | AFA breathing sessions) | |
| 3 | Roeser <i>et al.</i> (2013) | Effects of Mindfulness training on teachers' ability to cope with work- related stress and reduce feelings of burnout | 113 participants (101 women and 12 men), 46.9 ± 9.2 years old | Maslach Burnout Inventory(M BI) | Mindfulness | 87% of the teachers completed the program and found it beneficial. The teachers demonstrated increased attention, working memory capacity, and occupational self- compassion, as well as lower levels of occupational stress and burnout in the post-program and follow-up, compared to those in the control condition. |
| 4 | Carlotto (2014) | To present and discuss an experience report on a psychosocial intervention for the prevention of burnout | 10 participants (Women), aged 28-61 years | Self-report | Themed sessions (psychoeducat ion for developing healthy coping strategies for occupational stress and managing problems and emotions) | It minimized the feeling of isolation and created a social support network involving empathy, identification, and cooperation to cope with stressful situations in the school context. |

| | | | | | | |
|---|-------------------------------------|---|---|--|---|--|
| 5 | Schnaider-Levi <i>et al.</i> (2017) | To qualitatively assess the effect of meditation techniques on reducing burnout and increasing well-being | 11 participants (8 women and 3 men), 43.09 ± 5.64 years old | Semi-structured interview | Inquiry- Based Stress Reduction (Meditation) | After the intervention, teachers described a sense of centeredness and an increased ability to accept reality. They reported improvements in setting boundaries, flexibility of thought, and self-awareness. These positive effects suggest that IBSR is an effective technique in reducing burnout and promoting mental well-being. |
| 6 | Dalcin e Carlotto (2018) | To evaluate the effect of an intervention aimed at reducing burnout in teachers | 20 participants (women), 42.70 ± 10.28 years old | Burnout Syndrome Assessment - CESQT-PE | Workshops to develop essential skills such as listening, coping with stressful situations, and improving dialogue | The results showed a significant reduction in the dimensions of work-related burnout. Problem-focused coping and emotional variability at work were the variables that showed a significant increase. |

Source: prepared by the authors.

Most of the studies were conducted in Germany (33.3%) and Brazil (33.3%). Studies were also identified in Israel (16.6%) and the United States/Canada (16.6%). No studies were found to have been conducted in countries from other continents (Africa and Oceania).

Regarding teacher participation, a variation of 10 to 200 individuals was observed. The age range of the teachers evaluated in these studies varied between 28 and 61 years, with most studies involving participants aged between 40 and 50 years. In terms of gender distribution, 66.6% of the studies had mixed samples (female and male), while 33.3% involved only female participants. No studies were conducted exclusively with men.

In general, the studies indicate a higher incidence of Burnout Syndrome among high school teachers (50%), followed by elementary school teachers (33.3%). Only one study applied interventions to teachers at both levels (16.6%). No studies were identified involving teachers working in early childhood education, higher education, or special education.

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The studies included in this work were published between 2011 and 2018, with the highest number of publications occurring in 2013 (33.3%). The other studies were published in 2011, 2014, 2017, and 2018, each representing 16.6% of the publications. No studies evaluating burnout intervention practices for teachers were identified for the years 2019 and 2020.

Among the instruments used to assess burnout in teachers, the Maslach Burnout Inventory (MBI) (MASLACH; JACKSON; LEITER, 1996) was the most commonly used, applied in 33.3% of the studies. Another instrument adopted for burnout evaluation was the AVEM Scale of Behavior and Experience Patterns Related to Work, developed by Schaarschmidt and Fischer (1996), and the CESQT-PE Questionnaire for the Evaluation of Burnout Syndrome, developed by Gil-Monte (2005), each representing 16.6% of the studies. The remaining studies utilized qualitative analyses, employing self-report techniques and semi-structured interviews.

Discussion

This study investigated therapeutic intervention processes aimed at reducing burnout in teachers. The evaluated procedures included strengthening coping strategies through psychoeducation for teachers, as well as group therapy interventions based on Cognitive Behavioral Therapy approaches (CARLOTTO 2014; DALCIN; CARLOTTO, 2014; WEGNER et al., 2011) and Gestalt therapy (WEGNER et al., 2011); AFA respiratory therapy practices (GOETZ et al., 2013); Mindfulness (ROESER et al., 2013); and Meditation (SCHNAIDER-LEVI et al., 2017). Overall, all the aforementioned procedures demonstrated significant improvements in reducing and preventing burnout in teachers. Another common outcome observed in the intervention protocols was an increase in well-being, attention capacity, social perception, self-compassion, focus, and greater professional engagement. Additionally, there was a notable return of teachers to the classroom, with the preservation of their mental health (WEGNER et al., 2011).

Group-based psychoeducational intervention techniques produced positive outcomes in teachers' behavior regarding stress management (coping strategies), strengthening protective factors against burnout (CARLOTTO, 2014; DALCIN; CARLOTTO, 2018). These findings align with David and Quintão (2012), indicating that problem-focused coping strategies promote greater personal fulfillment among teachers. In Carlotto's (2014) study, the application of coping strategies in group therapy sessions enhanced teachers' understanding of various ways to deal with stressors and provided greater self-awareness about their individual profiles. Similar results were observed by

Dalcin and Carlotto (2018), showing an improvement in teachers' behavior related to listening skills and stress management, particularly in controlling depersonalization in their work.

Wegner et al. (2011) also implemented a group therapeutic approach developed by a multidisciplinary team, including health professionals, psychologists, occupational therapists, and others. The interdisciplinary work was guided by holistic and Gestalt therapy approaches. The most significant outcomes of the study were the large number of teachers who returned to their activities, a substantial reduction in sick leave days to less than one-third, and a significant decrease in the percentage of teachers at risk of burnout. Thus, the authors recommend this methodology as an intervention strategy, albeit with some caveats. According to Wegner et al. (2011), the proven long-term success of the intervention could have even more significant impacts if participants, especially men, engaged in the treatment more regularly.

Goetz et al. (2013) combined individual AFA breathing techniques with group therapies. AFA respiratory therapy focuses on individual breath awareness, which is used as a starting point for prophylaxis aimed at promoting health, well-being, and resilience against stress or the risk of burnout. This study observed an increase in attention, memory capacity, occupational self-compassion, and a reduction in stress and burnout levels among teachers in the intervention group. AFA was used in only one study identified in this systematic review; however, the results indicate its applicability as part of a treatment to strengthen teachers' self-competence in dealing with stressors in the educational work environment.

Regarding the effectiveness of the mindfulness program as an intervention technique, in the study by Roeser et al. (2013), teachers reported increased awareness of their thoughts, feelings, and sensations, greater understanding of their actions and the reasons behind them, less judgment, and a return to teaching activities. Teachers who underwent the mindfulness intervention process exhibited lower occupational stress and fewer burnout symptoms. Improvements in mindfulness, focused attention, and self-compassion were also observed, confirming mindfulness as a resource that contributes to better stress management in the teaching work environment (ROESER, et al., 2013). Mindfulness training tends to help teachers make more conscious and functional choices, exerting a positive influence on how they handle daily challenges.

Another way to address burnout involves understanding that it is not necessary to engage with stressful thoughts, allowing for the choice of alternative interpretations of reality (KATIE; MITCHELL, 2003). In this sense, a meditation technique was applied by Schnaider-Levi et al. (2017)

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through the IBSR (Inquiry-Based Stress Reduction) technique, which helps participants systematically and comprehensively identify stressful thoughts and consciously investigate them through a series of questions and reflections, reducing perceived stress levels. According to Schnaider-Levi et al. (2017), through an inquiry-based intervention, teachers can gain greater awareness of their actions and understanding of reality. The authors state that this awareness helps teachers avoid futile attempts to confront reality, contributing to stress reduction. Thus, dealing with reality in a more flexible manner and with less emotional involvement can reduce burnout-related feelings.

A key point emerged from the group intervention practices in all the evaluated studies: these strategies contributed to increased job satisfaction. Dalcin and Carlotto (2018) confirmed the hypothesis that this intervention raised the level of work illusion, meaning that teachers were able to project greater expectations regarding their professional tasks. According to Carlotto (2014), such strategies encourage teachers to reflect on their problems and difficulties with the aim of improving their health and quality of life, rather than focusing solely on pedagogical training through lectures. It is as if the teacher perceives the institution's care for them personally, and these actions add personal value to their participation, thereby increasing their engagement and motivation.

Corroborating these findings, Schnaider-Levi (2017) observed that teachers experienced a higher level of satisfaction with themselves and their surroundings. According to the author, teachers described the emotional overload caused by two main factors: (1) multiple stressful interactions with students, parents, colleagues, and the educational system, and (2) the ideological burden of their profession—trying to meet high performance expectations and embody educational values. After the intervention, teachers reported a feeling of centeredness and an increased ability to accept reality. They also noted improvements in setting boundaries, flexibility of thought, and self-awareness. These improvements helped them better handle the complex and dynamic nature of their profession. These positive effects suggest that IBSR (Inquiry-Based Stress Reduction) is an effective technique for reducing teacher burnout and promoting mental well-being.

Andrade et al. (2017) evaluated that, for Brazilian teachers, job satisfaction is one of the protective factors against burnout. However, this perception decreases as teachers encounter the challenges within Brazil's educational institutions. Thus, group interventions appear to be one way to develop and enhance job satisfaction, potentially serving as an effective strategy for reducing burnout symptoms in teachers.

Studies by authors such as Andrade et al. (2017), Brackenreed (2011), and Teles (2020) indicate that teacher training often does not align with the professional reality. Upon entering the classroom, teachers face challenges for which they were not adequately prepared, including overcrowded classrooms, poor educational infrastructure, and excessive pressure for student performance, among other stressors. According to Dalcin and Carlotto (2018), these conditions are compounded by a sense of responsibility and self-imposed pressure regarding the educational process, pushing teachers to respond to new pedagogical and administrative demands. In this context, group intervention protocols also bring ecological validity to the Brazilian educational setting, demonstrating that coping strategies, meditation, and mindfulness practiced in groups can help reduce teachers' self-blame for failures resulting from system changes, student schooling, and other social and structural problems that arise in schools (CARLOTTO, 2014; DALCIN; CARLOTTO, 2018; GOETZ et al., 2013; ROESER, et al., 2013; SCHNAIDER-LEVI, 2017; WEGNER et al., 2011).

Although the evidence is still methodologically uncontrolled and involves a small number of teachers, these studies point to a promising approach for addressing the adversities of teaching through the use of coping strategies, especially in Brazil. Implementing group coping techniques in the educational workplace by a specialized professional is not only a cost-effective strategy but also feasible for any institution. The results are encouraging, suggesting a reduction in feelings of isolation and the potential to create a support network characterized by empathy and cooperation within the group (CARLOTTO, 2014; DALCIN; CARLOTO, 2018; DAVID; QUINTÃO, 2012; HU; CHENG, 2010).

The literature indicates that emotional exhaustion is the most influential factor in burnout, being the first identified in the spiral of the syndrome (AGYAPONG et al., 2022). In this sense, group therapies have proven effective in reducing scores in this dimension among teachers. This data reinforces the relevance of group therapeutic practices in procedures aimed at reducing burnout rates among teachers. Generally, an increase in social support among teachers is observed, enhancing the sense of group belonging and the perception of working in a more harmonious environment. Therefore, intervention strategies that include social support are increasingly established as protective factors and coping strategies for reducing burnout symptoms (CARLOTTO et al., 2014; DALCIN; CARLOTTO, 2018; GOETZ et al., 2013; WEGNER et al., 2011).

In agreement, Figueroa, Gutiérrez, and Celis (2012) and Escuderos and Toscano (2016) found an association between social support and burnout, revealing an inverse relationship between these

variables. In other words, higher levels of social support are associated with lower levels of burnout. The dimensions of burnout, such as “emotional exhaustion” and “depersonalization,” were inversely related to social support, while “personal accomplishment” had a direct relationship with social support (FIGUEROA et al., 2012; ESCUDEROS; TOSCANO, 2016). In this context, it is important to highlight the applicability of social support and group psychotherapy in cases of increased levels of burnout symptoms among teachers. When reinforced, these interventions reduce the negative consequences of the syndrome and enhance the individual’s sense of well-being (CASTRO; CAMPERO; HERNÁNDEZ, 1997).

Regarding the prevalence of burnout by gender, studies are controversial. Teles et al. (2020) observed that women exhibited higher levels of perceived stress compared to men. Women also had higher levels of Emotional Exhaustion in the burnout dimensions. According to Boa Morte (2015), stress factors may be related to gender issues, where male and female social roles are still intertwined with issues of submission and conflict. This is particularly evident in women, who often juggle multiple roles such as teaching in two shifts, and also fulfilling the roles of mother, wife, and housekeeper.

On the other hand, Hisashige (1993) shows a tendency for male teachers to have higher levels of emotional exhaustion. Wegner et al. (2011) also observed a higher level of emotional exhaustion among male teachers. According to the authors, there is a tendency for men to seek intervention only when experiencing more severe symptoms. This behavior of men in denying preventive intervention or avoiding early treatment highlights the need for further studies with samples of both sexes, or samples with a significant number of men. It is evident that there is still a gap in studies conducted with men, as their representation is lower compared to women, which prevents concluding whether the same intervention technique yields similar results for both genders.

It is important to note a warning during the evaluation process of the syndrome: the professional team must be careful during teachers' participation in burnout reduction programs. Ensuring confidentiality of participation is crucial to prevent interference with the teacher's job stability and their image with colleagues and students. Additionally, several points should be considered for better planning of future burnout intervention studies for teachers: (1) Regarding the duration of intervention techniques, a study by Rowe (2012) states that individuals participating in short-term interventions show only temporary reductions in burnout dimensions, while those in longer interventions experience consistent reductions in the syndrome's dimensions. Thus, studies with long-term

programs are needed; (2) Periodic reinforcement is important because stressors in the school context have persisted for many years, and their solutions are far from being achieved; (3) New studies are needed to evaluate the cognitive level of teachers, as academic training may influence adherence to the employed intervention technique.

It is emphasized that there is no one-size-fits-all intervention model but rather the most effective and feasible one in each context (MURTA; LAROS; TRÓCCOLI, 2005). In this regard, the data obtained on the quality, variety, and intensity of stressors, as well as their effects on the organization and its employees, will indicate the type of intervention needed, which may be focused on the worker, the organization, or both. Furthermore, despite the large number of studies identified in the initial screening phase of this review, only 1% of the research was dedicated to specific protocols for burnout intervention in teachers. Many of the studies identified presented specific techniques for intervention in health professionals that still need to be tested in the educational environment to prove their benefits in the prevention and treatment of burnout in teachers (FUERTES et al. 2019; SANSÓ et al., 2019).

There is a concern among researchers to identify the incidences and factors associated with burnout in teachers (DAVID; QUINTÃO, 2012; PHILIPP; SCHÜPBACH, 2010; ESCUDEROS; TOSCANO, 2016; TELES et al., 2020), especially in Brazil, where studies have sought to establish the prevalence of the syndrome in the school environment (ANDRADE et al., 2017; GIL-MONTE et al., 2008; GOMES et al., 2010; SILVA; OLIVEIRA, 2019). Given the high incidence and severity of the syndrome, there are still few studies focusing on researching strategies for the prevention and intervention of burnout in teachers, particularly in Brazil. Therefore, the results of this review indicate the need to deepen the investigation into the applicability of psychotherapeutic techniques for the prevention and intervention of stress and burnout symptoms in teachers.

In the context of education in Brazil, the effectiveness of an intervention protocol can be impacted by challenges such as the lack of institutional structure and individual concerns, including the stigma related to burnout. In educational institutions, this topic often remains a sensitive issue. Therefore, it is imperative to redirect efforts towards transforming this scenario into a psychoeducational approach. This should include encouraging governmental institutions to increase their efforts in disseminating knowledge about burnout among teachers, with the aim of promoting the mental health of these professionals.

Conclusion

It is concluded that there is evidence of effectiveness in using therapeutic techniques to address burnout in teachers, including the application of psychoeducation in group therapy (Cognitive-Behavioral Therapy and Gestalt Therapy), practices of individual breathing therapy (AFA), mindfulness, and meditation. These approaches not only reduce the frequency of the syndrome's symptoms but also offer the possibility of reintegrating teachers into the classroom and promoting the recovery of their mental health.

Future studies need to delve deeper into the use of other procedures and techniques that have already shown effectiveness in healthcare professionals, thereby expanding the evidence base to ensure intervention possibilities for the prevention and treatment of burnout in teachers.

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