

# Mental Health of the Teacher: Experience Report and Literature Review About Activities in Brazil

Cely Carlyne Pontes Morcerf<sup>1</sup>, Thaíza Mello Malheiros<sup>2</sup>, Marinalva Santos de Oliveira<sup>3</sup>,  
Andrea Regina dos Santos Murga da Rocha<sup>4</sup>

<sup>1</sup>Department of Mental Health, University of Grande Rio, Rio de Janeiro, Brazil

<sup>2</sup>Department of Medicine, University of Grande Rio, Duque de Caxias, Brazil

<sup>3</sup>Department of Education, University Center of Maceió, Alagoas, Brazil

<sup>4</sup>Departamento de Medical Education, University of Grande Rio, Rio de Janeiro, Brazil

## Email address

cely\_carol@hotmail.com (C. C. P. Morcerf)

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**Abstract:** Background: Research carried out around the world concludes that teachers are highly susceptible to the development of mental disorders, with the risk of suffering more severe physical and mental difficulties than other professions, due to the material and psychological difficulties associated with the work of this class. Objective: Discuss the importance of actions of prevention and mental health promotion of the teacher, focusing on the risk factors and their influences for the triggering of mental disorders among teachers of Alagoas. Method: This is a non-systematic review literature review with scientific articles research using the virtual health library (BVS), associated to an experience report of practical activities carried out with teachers from the public network of the municipality of Feira Grande, in Alagoas. Discussion: The education area was heavily influenced by globalization and the demand for maximum performance and productivity, with an associated accumulation of functions linked to low salary. This phenomenon besides directly compromising the quality of teaching life is responsible for the psychological suffering, and can often trigger pathologies such as the Burnout Syndrome. Final considerations: Among the articles analyzed in the literature, the great majority of the studies showed that Burnout Syndrome and anxiety are the mental pathologies that most affect teachers in Brazil and in the world. The practical, playful and interactive approach of the mental health seminar held with municipal teachers allowed for self-reflection and analysis of the mental health situation in the work environment and the need to create coping strategies at the group and individual levels for prevention to the health of the teacher in a holistic way.

**Keywords:** Mental Health, Health Promotion, Teacher

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## 1. Introduction

Teachers' health has become a major concern for many segments of society today. Described by the International Labor Organization (ILO) as a high-risk profession, pedagogy is considered the second occupational category in the world to carry occupational diseases. Some scientific studies was made doing a theoretical analysis of the physical and mental health of Brazilian elementary school teachers and higher education emphasized the severity and importance of risk factors provided by the routine of teaching in the classroom in the process of illness of these

professionals. [1, 2].

Regarding the mental disorders most commonly founded among teachers, Burnout Syndrome stands out. Burnout is a psychosocial phenomenon identified as a set of signs and symptoms that appear as a chronic response to interpersonal stressors, triggered during the work situation and that exert influence on professionals who maintain a direct and continuous relationship with other individuals, such as teachers, doctors, police officers and firefighters. The class of teachers and physicians are the most affected by the large numbers of cases of the Burnout Syndrome, due to the greater influence of triggering factors and vulnerability to

stressful phenomena. [1, 2].

Burnout syndrome is a process that develops over the years and is seldom or rarely identified and perceived in the early stages of the disease, and its development is slow and acute in some cases. It has the beginning marked by the existence of an excessive and prolonging level of tension and stress, related to the daily activities of the exercise of the profession. [3-5].

Burnout, according to the current scientific literature, is characterized by the presence of three dimensions, considered as: emotional exhaustion, depersonalization and low professional achievement. Emotional exhaustion is explained by the absence of personal stimulation, lack of energy, fatigue or weariness, and a feeling of resource depletion in relation to the work that is constantly being carried out, with personal conflict in relationships and overload being the major cause, being strongly related to problems of interpersonal relations at work. [4, 5].

Depersonalization is identified as a psychic state in which affective concealment, detachment and an impersonal and even cold form of treatment with the clientele prevail, and may present many symptoms such as disengagement from work results, individualism or self-directed behavior, alienation, anxiety, obsession or compulsion, irritability, and desmotivation. On the other hand, the low professional achievement is presented by the tendency of the individual, in the case of the teacher, to self-evaluate in a negative way, extremely critical, but never reaching a positive score, causing the teacher to become dissatisfied with their professional development and experiences with this a decline in the sense of competence and success, often leading to disgust and loss of stimuli in the performance of work, and may sometimes be strongly related to the occurrence of depression in the individual. [6-8].

Particularly in the area of education, there has been a growth in the number of health-related injuries to teachers, with damage to both physical and mental health, and to psychological, compromising productivity, interpersonal relationships and the work capacity of the individual. It is emphasized that, based on the definition of the Federal Constitution of 1988, which affirms education as the right of all, there have been challenges in the supply and expansion of education for all, placing the teacher in focus as the person responsible for the whole process of teaching-learning, with all the pressure load on student performance and need to do a good job as an educator. The teacher figure was thus inserted in the Brazilian scenario as a target of extreme importance in complying with the guidelines, objectives, goals and strategies to guarantee the maintenance and development of teaching in Brazil at its various levels. [7-9].

Thus, despite being very important for social development, the new demands of the post-constitution scenario end up causing wear and tear on the teacher, increasing the internal collection and the intrinsic responsibility of the teacher. However, this increase in the need for good performance and the accumulation of responsibilities of the teacher figure was not proportional to the creation of forms of maintenance and

concern for the physical and mental health of the teacher, thus leaving the mental health behind, or forgetting of the limitations and harms that the routine of teaching could imply in this individual. [10-12].

The emergence of Burnout Syndrome as one of the diseases that most affect individuals who carry out high-stress occupations oriented to conflicts of interpersonal relations is coherent with the growing interest in the subject, since the increase in the last years of diagnosis of this pathology, associated to other mental disorders. [13-15].

In recent years, the knowledge and relevance of the damages caused by the spread of this syndrome in Brazil has increased and that Burnout would be a public health problem in the category of teachers due to the severity of its damage to the health of the workers and the possibility of when aggravated to final stages lead to incapacity, withdrawal from work and absenteeism, and may even lead to major depression and change of function or profession. Brazilian legislation considers Burnout Syndrome as a mental disorder and work-related behavior, belonging to Group V of ICD-10. [13-15].

Stress is indicated as a sign of illness and closely related to the characteristics of the teacher's work, since it is exposed to the numerous stressors of their routine activities, such as work overload, lack of control over time, behavioral problems of students, anxiety, school violence, lack of student interest, excessive bureaucracy, implementation of new educational initiatives, and difficulties in dealing with school supervisors and principals. Persistence in days and hours of work and the intensity with which stressors are experienced by the teacher associated with various and exhausting attempts to deal adequately with stress factors can also make this individual vulnerable to the onset of Burnout Syndrome. [16-17].

In addition to the changes in the role and the greater burden of teachers' responsibilities, the school environment also represents a safe and protected place and thus incorporates everyday violence present in the community and in the surroundings of schools and educational institutions. The ILO and the United Nations Educational, Scientific and Cultural Organization (UNESCO) point to a progressive increase in violence in schools and universities, strongly marked by the exclusion of minorities and violent practices of harassment around the world, interpreting school violence as an expression of phenomena such as globalization and social exclusion. Violence in Brazil has become a serious social situation and this context has important influences on work, being an important source of stress in schools, directly affecting the work space of teachers. [18-20].

Some studies that investigated the quality of life of teachers in Brazil evidenced great damages in this aspect, being mentioned in their results the presence of disturbances related to sleep, abusive use of sleeping or anxiolytic drugs, depressive episodes, exhaustion, among others. There is a growing interest in the evaluation of the quality of life in different populations, and teachers have gained prominence in current studies due to the need for understanding and

mapping related to the mental health of the teacher. The results of these studies can offer subsidies and serve as a theoretical reference to health promotion and in the definition of priorities, in the rationing of resources, in the evaluation of public policies and in the implementation of new intervention practices, mainly using reports of well- in the case of the municipalities and educational institutions, whether public or private. [21-24].

The teacher, emphasizing mainly what works in the public education, experiences an accumulation of functions and work as the construction of health habits, psychological advisory of the students, besides bureaucratic tasks that, associated to the lack of autonomy, infrastructure and low salaries, construct a situation of social, psychological and biological vulnerability of this professional. The most common complaints among teachers relate to the use of voice, being very frequent pathologies and voice disorders in these professionals, requiring speech-language intervention, as well as musculoskeletal problems associated with maintaining a wrong body posture for teaching, as well as the burden of carrying materials during job displacement, psychosomatic and mental health problems, aggravated by the indiscipline of the students and the lack of recognition and appreciation of the work of the teacher in front of society. It is considered that teachers often underestimate their real health needs, especially those related to mental health, which is quite neglected in society, which highlights the importance of developing actions to promote health and prevent harm to this group of workers, from the knowledge of their needs and the theoretical help of studies published in the scientific literature. [25-28].

Considering stress, anxiety, exhaustion and sleep-related problems as some of the main symptoms of mental illness investigated, they are related to the so-called Common Mental Disorders (CMD), a picture of psychic suffering of a non-psychotic nature, which includes complaints of anxiety, depression, sleep disturbances, fatigue and somatic symptoms. The role of the teacher today has extrapolated the mediation of the student's knowledge process, which was commonly expected. The mission of the professional beyond the classroom was extended, in order to guarantee an articulation between the school and the community. The teacher, in addition to teaching, should participate in school management and planning, which means a broader dedication, which extends to families and the community. The school administration also contributes by not providing the pedagogical means necessary to carry out all the tasks and thus the teachers find themselves in need of searching for some of the resources on their own. Teachers also seek by their own means to obtain forms of requalification that translate into an unrecognized and unpaid increase in the working day. [3, 29, 30].

The system of relations of school organizational power transfers to the professional the responsibility to cover the existing gaps in the institution, be it public or private, which establishes rigid and redundant evaluation mechanisms. The working conditions to which teachers will be subordinated,

the circumstances under which teachers mobilize their physical, cognitive and affective capacities to achieve the objectives of school production and the efficient educational training of students in their classroom can to generate an overload of efforts, high individual and social pressures or a great request of their psychophysiological functions, leading to a complete physical and mental exhaustion from the work and the triggering of mild or even serious mental disorders. If there is no time for recovery, the clinical and physical symptoms in the teacher that would explain the rates of absence from work and absenteeism due to mental disorders, which currently have high rates, especially in large cities, are triggered or precipitated. There is a growing need for a greater and more detailed understanding of the field of teacher health as a way of contributing to the improvement of working conditions and the quality of life of teachers and, consequently, to the development of collective health at all levels. parents. Given a neurodevelopmental perspective, interventions with a priority focus on mental health in schools could avoid or even extinguish manifestation or reduce the intensity of mental illness and some of its impacts on the physical health of the teacher, preventing problems at the family, social level and academic. Recent literature reviews have described the effectiveness of various types of mental disorder prevention interventions in schools for anxiety, mild or severe depression, use and abuse of psychoactive substances, among others. [31-33].

The world of work is undergoing a process of productive and organizational restructuring that changes the forms of organization, management and control of work, changing its nature and establishing new productive scenarios, including the school environment. This process of transformation demands changes in the profiles of education workers, pointing to the valorization of organizational behavior, technical qualification and academic specialization, creative participation, the mobilization of subjectivity and the ability to identify problems, solve them and decide. In order to meet new requirements and develop this new profile, workers need to acquire new skills and ability to move to a new way of being, doing and thinking, and this process of skills acquisition is linked to the need for greater dedication to the framework in a profile of demands in constant changes, often bordering on overload. [34].

We hope, through the discussion generated in the present study, to reaffirm the need for research on the subject capable of producing knowledge for the improvement of the health conditions of teachers in general, once according to the surveys presented in the chosen studies for the present study, there is a consensus that the physical and mental illness of teachers is the result of unsatisfactory conditions of work administration and health promotion, as well as the absence of ways of prevention and acceptance of teachers in their psychological suffering in the current context.

## 2. Materials and Methods

Bibliographic research:

The present work deals with a non - systematic review of literature, associated to an experience report with the central theme of the mental health of the teacher. A research of scientific articles in the Virtual Health Library (VHL) was carried out, using the descriptors "mental health" and "teacher", with a final balance of 1,685 articles. Selected Portuguese, English and Spanish articles, obtaining a total of 1,606 articles, with a choice of 38 articles for the present study.

Inclusion and exclusion criteria:

Articles were selected based on their relevance, relevance, publication in known and reliable journals. The articles that did not present adequate methodology or did not address the area of interest were discarded after reading.

Mental Health Seminar:

Two face-to-face meetings were held in commemoration of the White January, focusing on the mental health of the teacher. During the practical approach, lectures were held with 150 teachers from the city of Feira Grande, Alagoas, as well as a discussion and use of play methodologies for interaction and work on the topic of mental health of the teacher, the valuation of education in society, and such as the anguish, violence in the school, fragility and problems that emerge from the student teacher relationship in the classroom.

### 3. Results

#### *Bibliographical Review*

A quantitative, cross - sectional and descriptive study was carried out with teachers linked to schools in Paraíba, who evaluated questions related to voice, where the professionals answered the Questionnaire of Signs and Vocal Symptoms (QSSV), which carries out the collection of signs and symptoms frequency of symptoms and their relation with the working conditions of the professionals, measuring the impact of voice use on individuals' quality of life, concluding at the end of the study that stress, anxiety and depression may influence the vocal characteristics of the individuals who use the voice as a work tool, as the case of the teachers studied. [35].

The studies show that there may be a relation between the dysphonia and the daily stress experienced by the teacher, psychological aggravating factors, anxiety among others, but the relation of cause and effect and the direct influence of these factors is not yet completely defined, and new studies that show the relation and origin of each factor. Voice disorders in teachers are very frequent and range from the appearance of vocal signs and symptoms to the installation of a lesion of the larynx as a secondary consequence. The most common complaints related to voice disorders in the teaching population are: vocal fatigue, voice loss, throat pain and hoarseness. The persistence of vocal disorders can cause psychosocial disturbances, such as feelings of inadequacies, anxieties, afflictions or low performance in the accomplishment of the theoretical content during the classes, which are quite common in anxious professionals. This fact produces a vicious cycle, where voice disorders can bring

emotional consequences of great impact on the quality of life, further aggravating problems related to the use of voice. [25, 35].

During the course of their daily teaching activities, the teacher faces stressful situations that should be strongly considered and their stress factors punctuated, such as low remuneration, professional devaluation, large numbers of students in the classroom, physical and mental structure of the teacher, inappropriate work environment, very extensive workload with few rest intervals, poor water intake, frequent inhalation of chalk powders, voice problems, mood disorders (stress, anxiety and depression), between other factors, which are also aggravating for the installation of dysphonia and considered as risk factors for this group of professionals. Thus, teachers make up one of the classes most affected by vocal problems, given the need for constant use of voice as a working tool and transfer of acquired knowledge to students, and several disorders are found ranging from difficulties to develop the profession to problems related to communication, social and emotional life, in addition to problems in interaction with other teachers, competitiveness, bureaucratic problems in school and relationships with students, leading to greater stress and weariness of the voice. Such vocal problems have a multiplicity of factors, and psychoemotional factors interfere more with teachers who already have vocal complaints and those who are starting their careers as teachers. The anxiety and stress developed by voice professionals themselves will actively contribute to the emergence of voice disorder. [25, 35].

Burnout Syndrome, which begins in professional activities, ends up affecting several areas of the teacher's life, since the syndrome is strongly linked to the strategies that the teacher uses to deal with professional problems, but are not limited to this field and end up being used in other spheres of life. Thus, it is possible to think of groups of people who become ill due to their professional activity and end up developing unhealthy coping repertoires for the context of their lives. [1]

Anxiety is a characteristic of human physiology but, when exacerbated, can lead to the onset of mood disorders and pathological behaviors, compromising thinking, affection, language, behavior and psychological activity. This physiological anxiety may be synonymous with low anxiety, which at a specific time when exposed to an important anxiogenic stimulus will trigger a release of hormones and changes in perception and sensitivity. In a short time, these changes return to their physiological basal level, but when the responses to anxiety and stress-triggering stimuli are more lasting and intense, anxiety becomes classified as having high levels, known as high anxiety, which leads to an altered basal physiological pattern, followed by specific symptoms, leading to the establishment of a particular mental pathology. [1, 25, 35].

In view of the process of change of values in the modern world after the phenomenon of globalization, of the process of restructuring of production, begun in the 90s, the profile of the worker and the characteristics of the work changed to be able to adapt to the demands and novelties science and

technology with the new managerial models of quality and performance in the labor market that were founded and required. Allied to these changes, there was an intensification of the collection of a good performance in the work, due to the increase in the production rhythm, the notion of time-productivity optimization, the responsibilities and the complexity of the tasks to be required, also bringing an increase in the index unemployment, informal work, changes in the forms and relations of work, and determinants of the health-disease process, with the emergence and growth of the study of occupational diseases and occupational diseases. [1].

Within this context, the concept of occupational stress is created, which can be understood as the result of relations of complex working conditions, conditions external to work and worker characteristics, where the pressures and the intense demand of activities surpasses the natural abilities of the worker to solve the problems and perform a good job in accordance with the standards of productivity and effectiveness created with the technical-scientific-informational environment. The subject then initiates a process of identification and perception of the place of work in which it is inserted as a hostile, harmful and threatening environment, when its need for personal and professional fulfillment, besides physical and mental health, hamper the living of this work and that this environment has increasing demands that overwhelm it, or that it does not contain the necessary resources to overcome these situations. In the establishment of this convivial environment, there is an abnormal wear and / or a decrease in the body's capacity to perform work that is no longer a pleasure and a source of growth and personal and professional maturation to be a favorable environment and source of physical and psychological illness of the individual. [1, 25].

Workers are strongly vulnerable to working conditions that can cause suffering, emotional tension, sleep disorders, dissatisfaction, irritation, aging, increased illness and death from cardiovascular diseases, systemic arterial hypertension, stroke, diabetes, sedentary lifestyle and other chronic degenerative diseases such as musculoskeletal disorders. Currently, studies show records of sudden death from overwork. It is also noted that psychic symptoms such as chronic fatigue syndrome, stress, Burnout Syndrome and other nonspecific and still little known disorders. This imbalance in the health of the teacher is a factor that contributes to the increase of absenteeism, generating medical licenses and the need for the organization, replacement of employees, transfers, new hires, new training, among other expenses. [1, 35].

The school environment also underwent the process of massification of modern industrial society, charging teachers with parameters of productivity and business efficiency. Given this scenario, teachers began to worry about attending not only the teaching functions, but also questions based on the demands of industrial civilization. They also had to worry about maintaining their career, updating their knowledge, constant learning, safety, and their salary. Teachers then have, besides this load and greater pressure, a reduced time for the

care of their health, going to doctors, maintaining healthy habits of life, leading to the commitment of their development and professional achievement. Prolonged stress may or may not lead to general wear and tear of the body, depending on its intensity, duration, vulnerability of the affected individual, and their ability to manage it. In the existence of these questions, it is evident that in the nature of the teacher's work there are several stressors that influence the origin of mild mental disorders and, if persistent for long and constant, can lead to Burnout Syndrome. [1, 25].

The stress caused in the work environment occurs in a particular way for the professionals of the different sectors of education, since each individual in each particular position will react in a unique way to the specific events, stressors, taking into account also the personality of the individual, individual mechanisms of confrontation, genetic characteristics of the subject and the intrinsic predisposition to the development of mental disorders. This confrontation is individual, behavioral and emotional cognitive forms specific to how individuals manage stressful situations and the threshold of vulnerability of each subject, considering the personal characteristics and psychological resignification inherent to each person. These are attempts to preserve the mental and physical health of the affected individuals. It is a dynamic process and not just an isolated reaction, being related to a series of responses that involve the interaction of the individual with the environment in which he lives. Stress is a process characterized by a set of physiological, psychic and behavioral, adaptive reactions that the body emits when exposed to a certain stimulus, a form of adaptation to restore balance. It is a defense, adaptation and response reaction related to the specific stressor agent. [10, 11].

The reality faced in the day-to-day work imposes effects on the epidemiological profile of occupational diseases, related to the work of teachers, leading to the pertinence of a debate about the origin of these diseases and their severity, as well as forms of treatment. Within this context, readaptation at work is one of the results of the effects of working conditions on teachers' health. In a study carried out with school workers from the public network in Rio de Janeiro, the authors verified that there is no system in the public sector to investigate the relationships between health and work, to know the work actually done and, when appropriate, to intervene on the sources of harmfulness. [34].

The public service, and in it the teaching work, are strongly influenced by the transformations that have occurred in the world of work, considering the precariousness of existing working conditions in the public and health sectors that socially and psychically affect educational professionals. The dissemination of capitalist logic and the productive restructuring of neoliberalism, identified as organizational and academic capitalism in the spaces of the public university, leads to a precariousness and to a deterioration of the working conditions of the teacher. Regarding private schools, the phenomenon that emerges is the commercialization of education, acting directly on the quality of life of the teacher and the student. As a result of these new

working relationships and new ways of working, spreading ideas of competitiveness and individualism of the teacher and student, proper to the advance of capitalism and the values disseminated from this growth, have repercussions and direct influences on teacher and student health, especially related to the psycho-affective environment, compromising the bonds and bonds of friendship and companionship, and affecting negatively and more directly the mental health. [34].

One can perceive the centrality of work, in the construction of human identity and in its health, as a source of suffering and pleasure. The work can be a health generator or, on the contrary, a pathogenic embarrassment. Work is never neutral. It can contribute to the destabilization of health and decompensate the individual in his mental and physical balance. The occurrence of Burnout Syndrome in teachers is currently considered a social problem of extreme relevance. It is a consequence of reactions to sources of occupational stress that accumulate. The impossibility of structural change in educational institutions, for teachers, can lead to the use of strategy of withdrawal, escape and avoidance in the work environment, but in counterbalance to this will lead to greater emotional exhaustion. Depersonalization increases as there is greater use of the strategy of estrangement. With this, it was observed that the greater the use of mechanisms of withdrawal and barrier, the less the feeling of accomplishment at work. It is concluded that, for these authors, there is a relation between the teaching work and the organization of university structures that will have probable outcomes of wide proportions on the health of the education workers, needing to be deepened with new investigations. [11, 34].

Although the classroom is admittedly a place of professional achievement, it is also the primary space of illness and physical and mental overload. There is a simultaneous relationship of attempting to achieve pleasure through the professional fulfillment of job performance and suffering in the work of university teachers. Thus, teaching work is a contradictory place that raises, at the same time, the overload of work and pleasure. The precariousness in universities opens the way for teachers to experience a condition of work of attrition and little investment, with a significant impact from a physical and psychic point of view. There are different levels of management when it comes to higher education that end up affecting the daily life of the teacher, such as the release of resources for the education area, and the definition of the policy of vacancies of teachers and students. [11].

When one speaks of humor, it corresponds to a psychic function and a constant and predominant emotion that serves as the basis for the perceptions of the external world and is essential for the construction of unique perceptions of lived experiences, making each individual event of the specific mood patterns. Broadly and in most cases, in most cases, the cultural inheritance and the emotional experiences of the individual acquired during their mental maturation can, when interacting in the environment and facing situations in which stressors and triggers of negative emotions and feelings are

present, determine the development of depression at various stages of life. Through its manifestation, depression engages the individual in their interpersonal, loving and family relationships, impacting mainly the work relationships. Depression is associated with a decrease in productivity and productive performance, as well as limiting the contribution that the sufferer of their symptoms could give to society, acting negatively on the life of the individual who develops it and, in more serious cases, lead to cases of ideation or suicide attempts. [36].

Other studies have confirmed depression as one of the major factors that involve worker health and absenteeism. A study carried out with teachers, which investigated the relationship between depression, growing school violence and the breakdown of pedagogical ties, highlights the fact that depression in teachers is not a topic that has deserved the attention of researchers and points to the need of extension and deepening of its investigations. Another study carried out with professors from João Pessoa revealed in their results a reality from which, among mental disorders, depression manifests itself as responsible for almost half of the causes of work withdrawal in elementary school teachers, resulting in a higher frequency from the age of forty. Faced with this reality, it is necessary to look at and create strategies to deal with the problematic of the category of teachers, by the managers and those who deal with the education and health of the worker, especially with regard to mental health, in view of the indices of diagnosis of depression that have been responsible for the withdrawal from work in this category. [35, 36].

Based on this need and on the importance of giving greater visibility to the prevalence of depression in the teaching category, a study sought to identify the withdrawal of teachers from work in the city of João Pessoa, Paraíba, Brazil, as a result of mental disorders, emphasizing the deviations resulting from the diagnosis of depression. He concluded that having depressed teachers in the classroom can compromise the teacher's relationship with students, managers and the school itself. Removing the teacher from the classroom by diagnosing depression shows that something is not working well, and if the cause of depression is associated with one's work as a teacher, the influence of the profession takes on an aspect of gravity, and problem solving should be investigated and targeted to projects and coping strategies to change this condition and avoid the occurrence of new cases with other teachers. Depression may be either a specific pathology with its own diagnosis or may be associated with other more serious mental disorders and more complex treatments, and may also be associated with suicide. [16].

A cross-sectional study was carried out in the teaching areas of the municipal government of the city of João Pessoa, with a sample space of 265 teachers with a survey of socio-demographic variables such as gender, age, presence of a fixed partner, children, schooling and employment status, weekly hours of work, length of service, if one believes that the professional activity interferes in the personal life, if the profession feels less interesting than when it began, if already

thought of changing of profession, if it believes that the profession is stressing it, if has already left work for health reasons. It was evaluated the Burnout Syndrome in this sample using the Maslach Burnout Inventory-Educators Survey (MBI-ED), in the version of the inventory for teachers, adapted for use in Brazil. The study points to a complex set of variables that can prevent or cause Burnout Syndrome in the population investigated and that indicate the importance of interventions that act on the labor and psychosocial variables that influence the development of this occupational disease. [16].

It is necessary to emphasize that the literature on Burnout in teachers in Brazil is still scarce, making it difficult to compare with other national studies in relation to its prevalence. This situation is important, since the influence of cultural aspects and work-related factors on the Burnout results is already clear, and the influence of environmental factors on the health of the teacher is undisputed. The production of scientific knowledge about the determinants of diseases, the health-disease process, the impact factors on teacher quality of life and occupational diseases has contributed to the tendency to reduce the number of various occupational diseases with successful examples worldwide. [29, 37].

The current characteristics of the Brazilian public university lead teachers to live a reality described as subjective precariousness. This is a type of precariousness that is not related to an objective situation, but to a sense of precariousness that can have stable wage earners confronted with ever greater demands and demands on their employment and who are therefore permanently concerned with the idea of not always being able to respond effectively and with quality to all of them. The notion of attrition at work must be understood within the relations of production of capitalism. Thus, the wear pattern of a given group of workers can be identified in the relationship between valuation process, work process, workloads and wear process. It develops with this the feeling of failure, of incapacity, isolation and sometimes even of abandonment. This subjective precariousness experienced by the university professor is characterized as a process historically defined in society and can lead to mental deterioration and then affect the welfare and health of teachers, compromising the quality of their work and triggering anxiety and depression. Among the various workloads in the educational environment are the psychic burdens. The notion of mental attrition at work occurs in the form of a process consisting of experiences that are constructed. It is a theory that assumes that, in order to understand the health-work relationship, one must always consider the socio-historical context that determines it. [29, 37].

The problems in the field of education in Brazil are more serious in relation to the public school than in relation to the individual. Private schools, although part of the education system in its general guidelines and bases, maintain a certain internal autonomy that guarantees them some privileges. As the sole responsible for their destinies, they have greater

independence as to their financial resources, they plan their courses, they organize and they act with more freedom. The differences between work contexts, considering the same profession, are largely responsible for the way Burnout syndrome and coping strategies are configured. It is not possible to assess the issue by separating context, coping strategies and illness, since these areas are interdependent. [29, 37].

A study carried out in Rio Grande do Sul aimed to compare the prevalence of Burnout Syndrome among elementary school teachers in private and public schools, with statistical analyzes and tests that showed that the prevalence of Burnout is 41.5% among teachers of public schools and 26.6% among teachers in the private network. A total of 117 elementary school teachers participated in the study. The study concluded that both public and private schools presented stressors that could lead teachers working in the respective schools to mental illness. This result gives rise to the reflection that Burnout prevalence may be more associated with the professional category than the fact that the teacher is an employee of the public or private sector of education. [38].

Regarding the teachers' perception about the work environment and factors that erode their health, the aspects that teachers identify as most critical in their work are, mainly, the overload of activities and competition, which creates conflicts between other employees and coworkers. The notions of precariousness and precariousness associated with work are related to the inadequacy of the conditions in which the teaching activities are carried out. This is a panorama that has characterized the university, and which often reveals the political and administrative neglect by the higher bodies of the educational institution. The feelings characterized as positive are related to the sense gratification of the essence of the teaching work. In this case, they are aspects on which teachers can control a significant degree of control, considering that they relate to the main objective of teaching and the way they see themselves as professionals. [37].

The relationship with students is pointed out by many teachers as an aspect of work that brings gratification and pleasure when they are interested in learning, allowing stimulation of creativity and the exercise of intellectual autonomy. The contact with students and the opportunity to accompany them in their intellectual maturity are, for many teachers, the greatest joys of a teacher's career. But disinterested students with conflicting relationships are singled out as a source of stress, anxiety, and discouragement. Elements such as these are present in studies that discuss work, suffering, and pleasure in the teacher's life. However, the presence of aspects considered rewarding and pleasant do not make teachers, for the most part, feel productive. This demonstrates that the feeling of being productive is practically reduced to activities whose fruits of labor can be quantified, transformed into numbers and even profit, palpable. It is possible to argue that approximately 10 hours of class during a week would not be sufficient to compromise

the voice of a professor, even if exposed to situations that require him to great vocal effort. Voice impairment can be expected in cases where there is concentration of class time in 1 or 2 shifts. The teacher's attempt to modify his voice to achieve a suitable standard, intensity and volume leads to unsuccessful muscle adjustments that persist throughout the day and work day, leading to fatigue and vocal quality. It is also common for teachers to be sought by students in the intervals between classes to address questions and additional explanations, so that they are rarely able to rest their voices in a continuous and effective way. [37].

A study of 81 teachers from public and private schools analyzed the difference in the relationship between coping strategies used and the dimensions of Burnout Syndrome in public and private school teachers. The instruments used in the study were a questionnaire developed for demographic and professional data collection, the MBI - Maslach Burnout Inventory of Maslach and Jackson, to evaluate the Folkman and Lazarus Burnout Syndrome and Coping Strategies Inventory to evaluate the strategies of confrontation. The results obtained, through the Pearson correlation test, show differences in the strategies used. In private school teachers, the greater the use of coping strategies, the greater the emotional exhaustion and depersonalization, and the greater the use of responsibility acceptance less the professional achievement. In public school teachers, the greater the use of the strategy of expulsion and escape, the greater the emotional exhaustion. Depersonalization increased as more use was made of the separation strategy. It was also verified that the greater the use of remoteness, the less the feeling that work is a source of professional fulfillment. [6].

In the case of public school teachers, what seems to contribute to a greater sense of professional accomplishment is precisely the active and problem-focused problem solving strategy. The use of problem solving is a predictive variable of the feelings of professional accomplishment. This cognitive strategy allows evaluations to be carried out closer to their reality. Even by the structure of the sphere of public institutions, it is necessary to think of the more punctual actions that can be effective and bring a positive return in the professional field. [6].

The teacher falls ill, seeks help from health professionals outside the institution, moves away for relatively short periods because of the impossibility or inability to teach. However, as soon as possible, return and rearrange your class program by reinstating the possible content. In many cases, even sick, he continues to work in his home. The computer, the telephone and the internet allow you to maintain the bond with your work and with the university itself. In the end, everything happens as something normal and routine in the scope of the university public institution, not being measured efforts to investigate and give a support, support to the moment of fragility of the teacher. Regardless of whether or not to make a complaint about health, some of the teachers associate various personal or health problems, especially the work situation. The workload, in many cases considered excessive for the teachers, the working day and the constant

requirement of productivity, mean that, in practice, the teachers find little time, in fact, released from work. [17, 32]

One study evaluated the recognition of teachers' work and their health implications in two different economic and social contexts: from a Latin American country (Brazil) and a European country (France), based on the theoretical contributions of the psychodynamics of the work and the social sciences, presenting examples from several researches. She observed that despite the differences in the working conditions of the teachers in both countries, the non-recognition of their work is present in both contexts. However, in France, teachers' uneasiness comes mainly from doubts about the social usefulness of teaching work, in face of the numerous reforms and the lags in the level of schooling of students. In the case of Brazil, the malaise results especially from the precarious working conditions, which signal the devaluation of the professional, especially the excessive number of students per class and the need for wage supplementation. In both cases, the importance of student recognition and teamwork in the preservation of the physical and mental health of the teachers is recorded. [32]

Another study had the objective of analyzing physical and mental indicators of quality of life of the science teachers of a public school located in the interior of Rio Grande do Sul. Information about the demographic, economic, occupational characteristics, domestic activities, physical, physical health, mental health and the medical diagnoses most referred by teachers since the beginning of the work as a teacher. As a result, there were several complaints regarding the health and quality of life of the teachers studied, such as nervousness, hoarseness, back pain, arms and legs, and tingling and swelling in the legs. It is concluded that the knowledge of these evidences can contribute to the construction of measures for the reorganization of work and directly influence the quality of life of the teachers. [33].

#### *Experience Report*

Considering the need to talk about mental health and a reflective and questioning look at the condition of the teacher as subject to a series of stressful pressures and as a class highly susceptible to the onset of mental disorders, the Mental Health Seminar was held in commemoration of the White January, in the city of Feira Grande, in Alagoas. The event was initiated with the opening of a round table where representatives of the municipality's education, health promotion, psychiatry and representatives of the CAPS (Center for Psychosocial Attention) and people active in the militancy for the mental health of Alagoas were present. The meeting was attended by 150 teachers from the city's public network, a meeting held in the morning and afternoon in a central auditorium of the city. Initially, a lecture was carried out, approaching in a conceptual way the meaning of health, balance and quality of life of the teacher, followed by the factors that most influence and contribute to the physical and mental exhaustion of the worker.

Data from the literature and examples of worldwide studies on the impact of the stressful working day, the existing conflicts resulting from the pupil-teacher



relationship, emotional exhaustion and mild mental disorders that most affected the teachers were shown. The influence of the teacher's mental health on the development and prevention of physical pathology was also explored, pointing out the intimate relationship between the determinants of health, the health-disease process and the risk factors to which teachers are exposed. their daily profession. Thus, it was shown the influence of stress on the psychic suffering and mental attrition of this individual, as well as on the contributions of stressors to the onset of cardiovascular diseases and the growth of teachers with a diagnosis of Systemic Hypertension.

It was also carried out, after the moment of the explanatory speech, the exhibition of videos about the mental health of the teacher and how to maintain the psychic cleanliness and good habits of life despite a load of stress and collection of increasing physical and intellectual productivity of the profession. At the end of the exhibition, a great debate was opened, where the teachers present had ample space for questions, questions and contributions, in an interactive way to clarify ideas about what was approached, besides exchange of experiences and exposition of personal cases and situations which they spent in their homes and in the classroom.

Examples of physical and mental impairments most associated with violence in the school environment, the stressful workload, the high content of homework assignments transferred to the home, the tiring classroom planning, and the lack of encouragement given the student's growing disinterest, lack of respect for the teacher figure within the classroom were the subjects of personal reports cases most exposed and discussed.

The questionnaire was used to evaluate Burnout Syndrome among the teachers present in the afternoon and morning and at the end of the event the interpretations of the questionnaire responses were made, as well as the meaning of the syndrome and its growth within the group two teachers. A brief explanation was also made about the origin of the questionnaire creation and the reasons that lead to the diagnostic growth of Burnout among teachers. The quantitative data were collected and later evaluated for a profile of the teachers of the municipality and thus a mapping and screening of Burnout in the region, thinking about improvements and coping strategies to contribute to the maintenance of the mental health of the teacher, as well as measures for the prevention and reception of teachers with Burnout and other mental disorders, placing teacher mental health as one of the priority lines within the assistance to the teacher by the Department of Education and principals of schools in Feira Grande.

At the end of the practical approach a debate was held on meaning and standard of normality, where each teacher was invited to talk about his perception about the idea of madness, madness and normality. After a reflexive discussion pointing out the prejudice and stereotypes that still permeate the figure of the patient that is consulted with psychology or psychiatry, even this one needing additional support in his life, the

teachers entered a debate around the theme of the mental health needs and to seek a local or individual support network, as well as the need for a nucleus of mental health support in schools for teachers and students, given the increase in demand and the large number of absenteeism and diagnosis of minor mental disorders among teachers, in the current Brazilian scenario. The commemoration of the White January was finalized with a large collective choir where everyone sang in a karaoke set with lyrics and instrumental of the songs "Maluco Beleza" by Raul Seixas and "Só os Loucos Sabem" and Charlie Brown Jr. The letters were analyzed and done a comparison with the chaotic modern day, as well as a discussion for awareness and demystification in the face of mental health care, the search of professionals in the area for treatment, and especially the importance of health promotion and prevention measures to avoid development of more complex disorders and the need for psychopharmacological treatment, which in turn is necessary and effective depending on the situation when associated with psychotherapy.

## 4. Conclusions

The category of teachers is one of the most exposed to the environments of conflict, anxiety, stress and high work demands, such as extraclass tasks, additional meetings and activities, conflicts with students that may result in threats, time pressure, leading to repercussions on the physical and mental health and professional performance of teachers. Considering the demands of the competitive and globalized world, much of the performance and productivity of the teacher in the work environment is charged, as well as the acquisition of constantly updated knowledge and rapid adaptation to the social values that are constantly being renewed. Even so, most schools in Brazil do not have sufficient conditions for the educational and student training practices required, in terms of didactic materials and audiovisual resources, as well as physical environment. The nature of the psychosocial factor is complex and involves internal issues of the individual, the social environment and the work environment.

The studies are growing nowadays, but they are not yet vast enough for a comprehensive analysis and for a comprehensive mapping of the quality of life situation, the mental health of the teacher and the impacts of psychic suffering on physical injuries to health.

All articles selected pointed to the importance of the prevention of risk factors that compromise the maintenance of the mental health of the teacher as the main target of attention and programs at local and national level, aiming to identify the needs and main mental disorders that affect the teachers of each city and region of the country, as well as proposals of confrontation drawn with the community and the representations of the class. It is important to point out the importance of conducting research in the area aimed at the underdevelopment and diagnosis of minor mental disorders among teachers, linking schools and teachers'

representatives of educational institutions to the creation of projects aimed at promoting mental health teacher and forms of confrontation and group acceptance, aiming at self-reflection, exchange of experience and support together, in view of the increasing challenges of teaching, the conflicts within the classroom, the lack of interest of many students leading to the disenchantment and disenchantment of idealized teaching, as well as concerns about increased cases of school violence and bullying.

Projects and campaigns such as the one held in commemoration of January White are essential and need a continuity character, considering the need to break the prejudice in relation to the individual and collective mental health care process. Thus, by talking about the theme and encouraging the active search of teachers for the maintenance of their own mental health, they leave aside prejudices and stereotypes based on the search for help and assistance of mental health professionals, also necessary for the confrontation of suffering psychic, anguishes resulting from teaching, as well as in the treatment of disorders such as anxiety, depression, panic syndrome and Burnout syndrome, present in the scientific literature as those that most affect teachers, without them university or elementary and middle school.

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