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**CROSS-SECTIONAL AND ANALYTICAL STUDY OF THE PROPENSITY FOR BURNOUT SYNDROME IN HIGH SCHOOL STUDENTS FROM PUBLIC AND PRIVATE SCHOOLS IN THE SOUTH OF MINAS GERAIS IN 2022: AN INVESTIGATION USING THE MASLACH BURNOUT INVENTORY – STUDENT SURVEY**

**ESTUDO TRANSVERSAL E ANALÍTICO DA PROPENSÃO À SÍNDROME DE BURNOUT EM ALUNOS DO ENSINO MÉDIO DAS ESCOLAS PÚBLICAS E PRIVADAS DO SUL DE MINAS GERAIS EM 2022: UMA INVESTIGAÇÃO UTILIZANDO O INVENTÁRIO DE BURNOUT DE MASLACH – STUDENT SURVEY**

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*Abstract - Burnout, referred to as a multifactorial syndrome, currently extends to all occupational groups, including students. Therefore, understanding your risk factors is critical to providing a solid foundation for effective interventions in the state of Minas Gerais,*

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*Brazil. This article aims to investigate the risk factors related to the possible emergence of Burnout Syndrome among high school students from two public and private schools in the city of Alfenas, Minas Gerais. This is a cross-sectional, analytical study, with a quantitative approach on a sample of 100 students, 49% from public schools and 51% from private schools. It was carried out through the application of a questionnaire adapted from the Maslach Burnout Inventory – Students Survey, designed to assess Burnout Syndrome in students. From the analysis of the results obtained, it was found that all participating students are exhausted, incredulous and less effective. However, there was a significant emphasis on the gender variable, with emphasis on females, with students, regardless of the institution, being the most exhausted and most effective population. These results can be useful in helping develop interventions to improve students' mental health and well-being.*

**Keywords:** *Young People. Quality Of Sleep. Stress.*

**Resumo - O Burnout, síndrome multifatorial, atualmente se estende a todos os grupos ocupacionais, inclusive aos estudantes. Portanto, compreender seus fatores de risco é fundamental para fornecer uma base sólida para intervenções eficazes no estado de Minas Gerais, Brasil. Este artigo tem como objetivo investigar os fatores de risco relacionados ao possível surgimento da Síndrome de Burnout entre estudantes do ensino médio de duas escolas públicas e privadas da cidade de Alfenas, Minas Gerais. Trata-se de um estudo transversal, analítico, com abordagem quantitativa, realizado em uma amostra de 100 alunos, sendo 49% de escolas públicas e 51% de escolas privadas. Foi realizado por meio da aplicação de um questionário adaptado do Maslach Burnout Inventory – Students Survey, desenvolvido para avaliar a Síndrome de Burnout em estudantes. Da análise dos resultados obtidos constatou-se que todos os alunos participantes estão exaustos, incrédulos e menos eficazes. Contudo, houve uma ênfase significativa na variável sexo, com destaque para o sexo feminino, sendo os estudantes, independentemente da instituição, a população mais esgotada e mais eficaz. Estes resultados podem ser úteis para ajudar a desenvolver intervenções para melhorar a saúde mental e o bem-estar dos alunos.**

**Palavras-chave:** *Jovens. Qualidade do sono. Estresse.*

## I. INTRODUCTION

Burnout syndrome has been considered a social problem of great relevance and has increasingly aroused the interest and concern of society, especially after the COVID-19 pandemic. This syndrome is characterized by extreme exhaustion and stress resulting from stressful work situations and consists of three dimensions: emotional exhaustion, depersonalization and low professional achievement (Perniciotti *et al.*, 2020).

A study published in 2002 proposed expanding the concept of burnout to include students and confirmed the three-dimensional structure of the *Maslach Burnout Inventory* (MBI). The concept of burnout in students is also characterized by three dimensions: emotional exhaustion, understood as extreme tiredness in the face of the demands of study; disbelief, characterized by the development of a cynical and detached attitude towards study; and low professional achievement, which can be understood as the perception of being insufficient as students (Schaufeli *et al.*, 2002).

In Brazil, secondary education marks the culmination of basic schooling and serves as a crucial prerequisite for advancing to higher education. Throughout this phase, students grapple with the daunting task of selecting their future career paths while simultaneously gearing up for entrance examinations (Faria, Weber and Ton, 2012; Gonzaga, Silva and Enumo, 2016). This protracted period of preparation frequently leads to persistent environmental stress, which can significantly impact

students' mental well-being. The process of career decision-making poses a particular challenge for high schoolers, who are already contending with the typical trials of adolescence, compounded by physical and emotional changes. Moreover, this transition often compels students to forego their social lives in favor of academic pursuits, resulting in the onset of debilitating stress conditions (Santos *et al.*, 2019)

Identifying the risk factors for burnout is crucial for implementing educational policies aimed primarily at preventing this syndrome. As Maslach and Leiter (1997) point out, "prevention is better than treatment" when it comes to burnout. By understanding the elements that contribute to the development of professional burnout, institutions and organizations can adopt proactive measures to create healthy work environments and promote effective stress management strategies aimed at preserving mental and emotional well-being (Erschens *et al.*, 2019)

Thus, this study aimed to analyze the risk factors related to the onset of Burnout Syndrome in high school students from two schools in the municipality of Alfenas, Minas Gerais, Brazil.

## II. METHODOLOGY

This is a cross-sectional, analytical study, with a quantitative approach. The research was carried out with students in the 1st, 2nd and 3rd year of high school, in two schools, one public and the other private, in Alfenas, Minas Gerais, Brazil, chosen based on a previous survey regarding which schools in the municipality had interest in participating. The sample consisted of 100 students, and the inclusion criterion was being a student regularly enrolled at the sampled institution. The exclusion criteria were being absent on the day scheduled for collection or not handling the Free and Informed Consent Form (ICF) and those who were not interested in participating. This study was approved by the Research Ethics Committee, number: 52421221.1.0000.5143.

For data collection, a questionnaire was applied. It included sociodemographic variables (gender, age, leisure activities), sleep quality, the student's education (character of the institution and grade) and the investigation of possible symptoms of Burnout Syndrome (BS), using an adaptation of the "Maslach Burnout Inventory - Student Survey (MBI-SS)" questionnaire (Maroco and Tecedero, 2009). In this questionnaire, the student's anonymity was preserved, it does not include name or any form of identification, only sociodemographic characteristics and school nature.

To assess possible symptoms of BS, the "Maslach Burnout Inventory - Student Survey (MBI-SS)", consisting of 15 questions, is subdivided into three dimensions: emotional exhaustion, disbelief and efficacy. Each question is scored from 0 to 4: 0 never, 1 sometimes, 2 regularly, 3 almost always and 4 always. The individual is diagnosed with SB when the score reaches a high score, that is, scores that are close to the total in all dimensions assessed for disbelief and emotional exhaustion and a low score for student effectiveness.

Data was collected in the classroom under the supervision of the responsible teacher, throughout the year 2022. The questionnaire was delivered as soon as the Informed Consent Form (ICF) was signed by the students' parents and/or guardians. Thus, data collection was carried out in two stages and in two visits to the institution, so the first stage included an explanation of the research and distribution of the ICF and, in the second stage, application of the questionnaire and data collection.

From the data obtained, the absolute and percentage frequencies of the categorical variables were computed, and the mean and standard deviation of the quantitative variables were computed. The possible association of categorical variables and instrument dimensions with the nature of the school, gender and grade was investigated using the

independence chi-square test. The scores representing the instrument dimensions (emotional exhaustion, disbelief and efficacy) were computed through average of the variables (questions) that make up each dimension. The Kruskal-Wallis test was used to compare the means of the Likert-type variables, followed by Dunn's multiple comparison test. All non-parametric tests were carried out at a 10% significance level. Finally, Principal Component Analysis (PCA) was applied to analyze the correlations between dimensions and groups of respondents. All the analyses were carried out using the statistical software R v.4.3.0 (R CORE TEAM, 2024).

### III. RESULTS

#### 3.1 - Expected Results

The initial intention of the present study would be to focus on the discrepancy that occurs between public and private education in the country, focusing on a city in the south of Minas Gerais, and its possible psychological reverberations on students. Therefore, prior to data collection, it was expected that students from public schools would be considered more disbelievers and students from private schools would be the most effective group, without considering variables such as female and male gender and relationship with leisure activities. Furthermore, it is also assumed that students in the 3rd year of high school were considered more exhausted compared to previous years. Therefore, given the scenario evaluated, the prevalence of Burnout in high school students is assumed. Based on this possible result, it would be possible to propose alternatives that would minimize possible damage to students' mental health as well as reduce the prevalence of Burnout Syndrome in the educational environment.

#### 3.2 - Sample Results

A total of 100 high school students took part in this study, 49% from public schools and 51% from private schools. Table 1 shows the characterization of the sample. It provides a statistical summary of the sample's characteristics, allowing a detailed analysis of factors such as school, gender and grade related to the students' ages. The data is divided into three main categories: School nature, indicating students from public (49%) or private (51%) schools, Gender, distinguishing between female (56%) and male (44%), and Grade representing 1st (44%), 2nd (48%) and 3rd (28%) years of high school. In addition, it shows the average age by grade and the line called "SD" indicates the standard deviation of students' ages in each grade, providing a measure of dispersion or variability of ages within each group.

Table 1 - Characterization of the sample by number, percentage by school nature, gender and grade, as well as the mean values and standard deviation.

	School nature		Gender		Grade			Age by grade			
	Public	Private	Female	Male	1°	2°	3°	1°	2°	3°	
<b>n</b>	49	51	56	44	48	24	28	<b>Average</b>	15,4	16,2	17,3
<b>%</b>	49,0	51,0	56,0	44,0	48,0	24,0	28,0	<b>SD</b>	0,58	0,51	0,60

Source: Authors, 2022.

Table 2 shows the data related to the influence of students' concern with their studies regarding the quality of sleep, with additional segments by school nature, gender and grade. When analyzing the results, we can note that the category "I already had sleep problems, but they got a lot worse" has the highest percentage of students who felt their sleep problems had worsened significantly (32.1%). On the other hand, a

considerable proportion of students reported that worrying about their studies did not affect their quality of sleep (30.3%).

Table 2 - Investigation of students' sleep quality.

Does your preoccupation with your studies affect the quality of your sleep?	School nature		Gender		Grade			Total
	Private	Public	Fem	Male	1°	2°	3°	
I started having sleep problems	19 (38)	14 (28.6)	23 (41.1)	10 (23.3)	15 (31.9)	11 (45.8)	7 (25)	33 (33.3)
I already had sleep problems and they continued in the same way	7 (14)	9 (18.4)	7 (12.5)	9 (20.9)	7 (14.9)	3 (12.5)	6 (21.4)	16 (16.2)
I already had sleep problems and they got a lot worse	12 (24)	7 (14.3)	18 (32.1)	1 (2.3)	7 (14.9)	7 (29.2)	5 (17.9)	19 (19.2)
I already had sleep problems, but they've diminished	0 (0)	1 (2)	0 (0)	1 (2.3)	1 (2.1)	0 (0)	0 (0)	1 (1.0)
It hasn't affected anything. I'm still sleeping well.	12 (24)	18 (36.7)	8 (14.3)	22 (51.2)	17 (36.2)	3 (12.5)	10 (35.7)	30 (30.3)
<b>p-value</b>	<b>0.3409</b>		<b>&lt;0.005</b>		<b>0.3765</b>			

Source: Authors, 2022.

When considering the School nature, the table shows that private school students seem to be more affected by worries about their studies compared to public school students. A higher percentage of private school students (38%) reported having "started having sleep problems" compared to public school students (28.6%). In addition, more private school students reported that "I already had sleep problems but they decreased" compared to public school.

Regarding the differences between gender and grades, Table 2 shows significant differences. Female students report more frequently that they "started having sleep problems" (41.1%) compared to male students (23.3%). In addition, 2nd graders seem to be more affected, with a higher percentage reporting that "I already had sleep problems and they got a lot worse" compared to other grades (45.8%). The p-value is provided for each category and represents the statistical significance of the differences observed. Low p-values (<0.10) indicate that the differences between the groups are statistically significant. These results may be useful to better understand the relationship between academic stress and student sleep and may inform strategies to promote a healthier school environment.

Table 3 - Description of the leisure activities reported by the participating students.

During your free time, what do you often do?	School nature		Gender		Grade			Total
	Private	Public	Fem	But	1°	2°	3°	
Staying on social media	43 (43)	35 (35)	46 (46)	31 (31)	37 (37)	21 (21)	20 (20)	78 (78)
Watching movies and series	39 (39)	27 (27)	37 (37)	28 (28)	30 (30)	16 (16)	20 (20)	66 (66)
Video/computer/mobile games	29 (29)	32 (32)	26 (26)	35 (35)	37 (37)	12 (12)	12 (12)	61 (61)
Listening to music or playing an instrument	32 (32)	22 (22)	30 (30)	24 (24)	30 (30)	16 (16)	8 (8)	54 (54)

Watch YouTube or live streams	26 (26)	19 (19)	19 (19)	26 (26)	20 (20)	13 (13)	12 (12)	45 (45)
Physical exercise	28 (28)	17 (17)	18 (18)	27 (27)	16 (16)	14 (14)	15 (15)	45 (45)
Helping with domestic activities	11 (11)	21 (21)	21 (21)	11 (11)	17 (17)	9 (9)	6 (6)	32 (43)
Read more	7 (7)	12 (12)	13 (13)	6 (6)	10 (10)	3 (3)	6 (6)	19 (19)
Study	11 (11)	6 (6)	11 (11)	5 (5)	9 (9)	5 (5)	3 (3)	17 (17)
Other activities	10 (10)	5 (5)	8 (8)	6 (6)	6 (6)	2 (2)	7 (7)	15 (15)
<b>p-value</b>	<b>0.1736</b>		<b>0.0840</b>		<b>0.4991</b>			

Source: Authors, 2022.

Table 3 shows the description of students' free time and provides a summary of the leisure activities they frequently engage in. The data provide a comprehensive overview of pastimes, again taking into account factors such as school nature, gender and grade.

The most frequent activities include "hanging out on social networks" (78%), "watching movies and series" (66%) and "playing video games/computers/mobile phones" (61%). When we look at the difference in the School nature, we notice that there are no significant differences in the frequency of leisure activities between students from private and public schools. This suggests that distractions are similar regardless of the school nature attended.

When considering the students' gender, some interesting differences emerge. For example, more girls report "Hanging out on social media" (46%) compared to boys (31%). Meanwhile, boys seem to be more involved in "Video/computer/mobile games" (35%) compared to girls (26%). When it comes to the grade attended, we see that entertainment preferences can vary. For example, "hanging out on social networks" seems to increase as students progress through the grades, with 3rd grade leading the way with 46%. On the other hand, the activity "Watching movies and series" is more frequent in the 1st year of high school (39%). Most of the other activities reported referred to sleeping or resting and going out with friends, which indicates that these could be alternative answers to the question of burnout. Although some notable differences were observed, such as girls' greater use of social networks and boys' greater involvement in video games, many of these differences may not be statistically significant, as indicated by the p-values. It is therefore important to consider the general context of students' leisure activities.

Table 4 - Relationship between the dimensions investigated by the questionnaire adapted from the *Maslach Burnout Inventory - Student Survey (MBI-SS)* and the variables school nature, gender and grade, showing the mean values, standard deviation and p-value.

Dimension	School nature		Gender		Grade			General	
	Private	Public	Female	Male	1°	2°	3°		
Emotional exhaustion	Average	3.34a	3.50a	3.65a	3.13b	3.26b	3.72a	3.43ab	3.42
	DP	0.65	0.77	0.61	0.73	0.65	0.7	0.75	0.71
	p-value	<b>0.2664</b>		<b>&lt;0.005</b>		<b>0.0452</b>			
Disbelief	Average	3.30a	3.44a	3.46a	3.25a	3.20b	3.65a	3.43ab	3.37
	DP	0.66	0.74	0.63	0.76	0.70	0.53	0.76	0.70
	p-value	<b>0.2420</b>		<b>0.1557</b>		<b>0.0418</b>			

	<b>Average</b>	2.87a	2.96a	3.01a	2.79a	2.76b	3.20a	2.93ab	2.91
<b>Efficacy</b>	<b>DP</b>	0.54	0.73	0.65	0.61	0.6	0.63	0.63	0.64
	<b>p-value</b>	<b>0.4920</b>		<b>0.1150</b>		<b>0.0287</b>			

Source: Authors, 2022.

Table 4 shows In the investigation of the questionnaire dimensions, we compared the variables of interest. For each dimension, the mean and the standard deviation were computed, while the p-value indicated the statistical significance. Based on this principle, it was noted that when comparing the two school natures, public and private, there were no significant differences in terms of Exhaustion, Disbelief and Efficacy. there were no significant differences.

The analysis of the gender showed greater discrepancies ( $p\text{-value} < 0.005$ ) with regard to Emotional Exhaustion. Females showed to be "more exhausted" than males, regardless of the nature of the school and the grade. As for Disbelief and Efficacy, they were the same, with no significant differences.

Moving on to the analysis of the dimensions related to the grade, there is a highlight for the 2nd year of secondary school. Regardless of the school nature, 2<sup>nd</sup> year showed to be the "most exhausted", the "most disbelieving" and the "most effective".

Furthermore, a general assessment of the means obtained in each dimension showed that the entire sample researched was above the general average in terms of Emotional Exhaustion (3.42) and Disbelief (3.37). However, the sample is below the general average with regard to Efficacy (2.91).

Figure 1 shows the statistical relationship between the clinical triad (exhaustion, efficacy and disbelief) for diagnosing and mapping BS and the variables investigated, gender, school nature and grade. This multivariate analysis used the average score for each of the dimensions investigated as well as the Kruskal-Wallis (KS) test. However, while KS determines the significance of the comparison between groups, Principal Component Analysis was used to demonstrate existing correlations.

In this way, the questions that make up each stratification were averaged, with 5 multiple-choice questions for exhaustion, 4 questions to assess efficacy and, finally, the last 5 questions referring to disbelief were also averaged. Based on these averages, all the data was combined for PCA, with two levels of gender, three levels of school year and two levels of schools, resulting in 12 points from the combination of these factors.

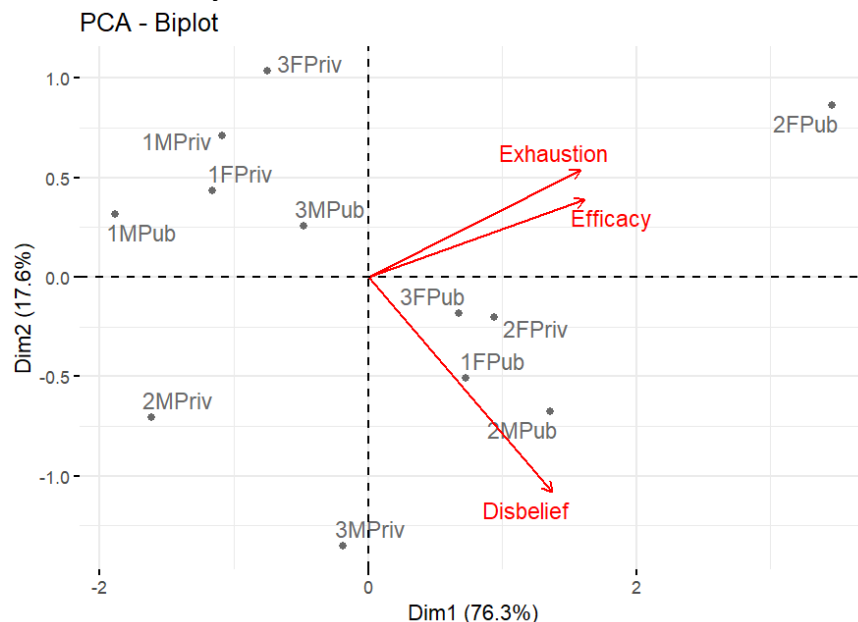
It was found that in the evaluation of the dimensions, represented by the vectors, exhaustion and efficacy are correlated, while the vector disbelief is orthogonally placed, indicating independence. Based on this vector analysis, it can be concluded that the most effective students are also considered to be the most exhausted. Furthermore, regardless of the degree of exhaustion or efficacy, the student may or may not have a high degree of disbelief.

Regarding the sample space, we can see the correspondence between grade, gender and school nature, through the 12 points present on Figure 1. With regard to the analysis correlating all the variables investigated, the female gender in the 2nd year of public secondary school stood out as "more effective" and "more exhausted". However, in the opposite direction to the vectors, males in the 2nd year of private secondary school were identified as "less exhausted" and also "less effective". The other points that are not present at these extremes are considered to be average in relation to the exhaustion and efficacy dimensions.

When we evaluate the disbelief dimension, positioned orthogonally to the other vectors, indicating its independence, we notice that the male gender in the 2nd year of public secondary school stands out as the "most disbelieving" group. At the opposite

end of the disbelief vector is the female gender from the 3rd year of private secondary school as the "least disbelieving". Following the evaluation of this vector, it is possible to observe the predominance of private school classes as the least disbelieving, with the exception of the 3rd year Private High School males.

Figure 1 - Space of variables in Principal Component Analysis (PCA): relationship between Exhaustion, Efficacy and Disbelief with the Gender, School nature and Grade.



Subtitle: Acronyms are formed by the concatenation of grades (1, 2, 3), genders (M, F) and school natures (Pub, Priv).

Source: Authors, 2022.

Regarding possible limitations of the present study, it is not possible to mention that the sample studied represents the mental health of high school students nationwide. More studies are needed with different scenarios that can confirm or refute the researched and analyzed results. Additionally, another limitation of the study lies in the self-report methodology, which may introduce biases in the participant's responses. However, based on the literature analysis and the data obtained in the context of a city in the south of Minas Gerais, it can be seen that they are in line with the analyzed results. Therefore, it is feasible that more studies be carried out, in different environments and locations, comparing the same variables presented so that, in this way, the results presented can be concluded or refuted. It is suggested that, in future projects, larger samples be analyzed so that lifestyle change actions can be promoted among the studied population, with a focus on minimizing the possible effects and prevalence of Burnout.

#### IV. DISCUSSION

School burnout can be defined by feelings of tension and chronic tiredness, indifference and a distant attitude, frustration and feelings of incompetence and inadequacy in relation to school activities (SANTOS *et al*, 2019). With regard to the exhaustion and efficacy variables elucidated in Figure 1, females in the second year of public school were more prominent. This result is in line with those presented by the cohort study carried out by Tuominen-Sioni and, Salmela-Aro (2014), which found a committed and exhausted school group, who despite their involvement and positive



appreciation of the school, were more exhausted and stressed in relation to their educational concerns. However, a discrepancy was observed in relation to disbelief, since the present study notes that the most effective and most exhausted students are less disbelieving.

With regard to the Disbelief dimension, located orthogonally to Exhaustion and Efficacy, as shown in Figure 1, males in the 2nd year of the public school system stand out as the "most disbelieving" group. On the other hand, 3rd year private school females statistically show no disbelief. Following this reasoning, Santos *et al.* (2019) in their study proposed in their main findings that having a healthy lifestyle, such as having a good social and family relationship, regular physical exercise and not being involved with drugs are protective factors against Burnout Syndrome, thus noting that the student's experience has a direct impact on school performance. In addition, the PCA graph shows that the groups belonging to private institutions predominate among the "least disbelieving", with the exception of males in the 3rd year of private secondary school. This data shows that the gender variable, regardless of its relationship with the other variables, is more prominent.

In addition, it is noteworthy that the female gender variable was more prominent than the other variables investigated, as proposed by Agyapong *et al.* (2022), who in their study analyzed that women have a higher level of work-related stress, due to the greater demand for work at home, since women are usually responsible for domestic and parental care. Based on this assumption, it was noted that the social role of women is reflected in high school adolescents, since in Table 3, among the activities related to leisure time, the female gender showed a greater prominence in relation to domestic activity compared to the male gender.

With regard to the investigation of the dimensions of the questionnaire, Maslach Burnout Inventory - Student Survey (MBI-SS) (Maroco; Tecedero, 2009), Table 4 was used to assess the significant differences between the school, gender and grade variables, using the mean, standard deviation and p-value test. It was noted that in the school variable, there was no difference between the exhaustion, disbelief and efficacy dimensions when comparing public and private schools. With regard to the second variable analyzed, gender, it was observed that female exhaustion is significantly higher than male exhaustion, regardless of the nature of the school. In addition, the grade variable shows that 2nd graders are more exhausted, more disbelieving and more effective than the other grades. These analyses are in line with the cohort study carried out by Tuominen-Sioni and Salmela-Aro (2014), which also showed that women have higher levels of exhaustion compared to men.

When analyzing the quality of the students' sleep in relation to the stress caused by their studies, it was found that 33 students (33.3%), regardless of the variables, reported that they had started having sleep problems. In relation to the analysis of sleep quality, the difference between the genders stands out: the girls started having sleep problems (41.1%). In addition, 32.1% already had sleep problems, which worsened as a result of their preoccupation with their studies. Boys, on the other hand, had a margin of 2.3%, which is also more indicative of possible disorders caused by student stress.

In relation to the analyses presented, it was noted that the most prominent variable is the gender variable. This disparity was not expected, since this result was predicted in the scenario of public and private educational institutions. Despite these discrepancies, in a general study of the sample, all the students who took part in the survey were above the average for exhaustion (3.42), above the average for disbelief (3.37) and below the average for efficacy (2.91). It can therefore be concluded that,

according to the results presented, all the students are at risk of developing Burnout Syndrome.

## V. FINAL CONSIDERATIONS

Based on the analyses and results discussed in this study, it is possible to conclude that School Burnout, characterized by feelings of chronic tension, tiredness, indifference, frustration and inadequacy in relation to school activities, is a relevant concern for high school students. There was a significant emphasis on the gender variable, with a particular emphasis on females. This is in line with previous research which has also identified a group of students who are committed to school, but who, despite this commitment, experience high levels of exhaustion. These findings suggest that students' experiences, including lifestyle factors as well as social and family demands, can have a direct impact on their academic performance and psychological well-being.

In summary, based on the results presented, it is evident that School Burnout is a real concern for high school students, and gender plays a notable role in their experiences. According to the metrics used in this study, it highlights the need to address students' mental health issues and implement support strategies, especially considering the possible persistence of these problems even after returning to face-to-face classes. The creation of healthier educational environments and preventative measures becomes crucial for the well-being and academic success of high school students. However, it is essential to reinforce the limitations of the study: the self-report methodology, which may introduce biases in the participants' responses, and the fact that the sample studied does not represent the mental health of high school students nationwide. Despite these limitations, this research contributes to the understanding of school burnout and can serve as a basis for future interventions aimed at improving the well-being of high school students. The need for further studies to deepen the understanding of the elements that play a key role in the development of Burnout in the target population.

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