

Teacher Burnout Statistics: Why Teachers Are Quitting in 2025

By Devlin Peck – Updated January 3, 2025

The National Education Association (NEA) defines teacher burnout as the physical, emotional, and professional exhaustion that prevents teachers from performing their jobs effectively. While burnout affects many professions, teachers experience particularly high rates. According to RAND, a non-profit research organization, teachers are more than twice as likely to experience stress compared to professionals in other fields. The American Educational Research Association reports that teachers are 40% more likely to show symptoms of anxiety than healthcare workers, 20% more likely than office workers, and 30% more likely than farmers and military personnel.

Signs of teacher burnout include changes in appetite, insomnia or other sleep disorders, persistent anxiety and depression, chronic fatigue, and a noticeable loss of enjoyment in both work and personal life. When left untreated, burnout can lead to chronic depression and serious physical health problems. Additionally, highly stressed teachers have a direct negative impact on both the academic performance and emotional well-being of their students.

Teacher burnout stems from a combination of factors, including excessive workloads, persistent staff shortages, ongoing school safety concerns, and chronically low salaries. The lack of adequate mental health support, coupled with ineffective educational policies and constant criticism from parents and the community, further exacerbates the issue. Additionally, the lingering effects of the COVID-19 pandemic — such as the forced shift to hybrid learning and insufficient technological training — continue to place added strain on educators.

As many teachers leave the profession, those who remain are forced to take on additional responsibilities without salary increases or adequate support, further intensifying the burnout cycle.

In 2025, K-12 teachers rank as the most burned-out profession in the United States, with 44% reporting frequent burnout and 90% acknowledging it as a serious issue. More than half of all teachers plan to leave the profession earlier than expected, contributing to a significant decline in the workforce, with over 500,000 fewer educators in public schools compared to pre-pandemic levels. In 2022, 44% of public schools had unfilled teaching positions, and 43% of those vacancies remain open today. Additionally, 30% of teachers are chronically

absent, missing more than 10 days per year, and low salaries remain the top reason educators plan to leave the profession.

Nearly half of K-12 teachers report frequent burnout, with a 2022 Gallup survey showing that 44% of K-12 teachers experience regular burnout, compared to 35% of college instructors, largely due to the unique pressures from both parents and students. A separate NEA survey found that 67% of teachers consider burnout a very serious issue, and 90% view it as a significant concern, with staffing shortages being a major contributing factor. School leaders are even more affected, with the 2022 Teacher Wellbeing Index showing that 37% of school leaders exhibit signs of burnout, compared to 27% of regular teachers, with exhaustion rates climbing to 41% for administrators. Between 2020 and 2022, 300,000 public school teachers and staff left their positions, representing a 3% loss in the public education workforce. More than half of teachers, according to a 2022 NEA survey, plan to leave the profession earlier than expected — a sharp rise from just 37% in 2021. Teacher shortages are pervasive, with 44% of public schools reporting unfilled positions in 2022 and 61% of principals struggling to hire teachers, substitutes, and support staff. The pandemic further exacerbated the crisis, leading to the loss of approximately 567,000 education professionals. Additionally, 86% of NEA members reported an increase in resignations, driven not only by career changes but also by early retirements. Low pay remains the top reason teachers leave, cited by 48% of those planning to exit, followed closely by unrealistic expectations (33%), overall well-being concerns (31%), and poor leadership (30%).

Several factors intensify teacher burnout, including overwhelming workloads, with 74% of teachers taking on extra duties to cover staff shortages and 80% performing tasks outside their official roles. Student behavior has also worsened, with 80% of schools reporting increased disrespect and disruptions, while the threat of violence continues to loom, with over 750 gun-related incidents in schools since 2018. Stress-related health issues are common, with 75% of teachers experiencing symptoms such as headaches, heart palpitations, and shortness of breath. The COVID-19 pandemic further contributed to dissatisfaction, with one-third of teachers feeling unsafe due to poorly implemented safety protocols. Alarming, 85% of teachers describe their jobs as unsustainable, with 43% getting less than six hours of sleep per night and 31% spending weekends catching up on work. Compared to other professions, K-12 teachers face burnout rates 14% higher than the national average, with 28% experiencing symptoms of depression — nearly double the average across all other Jobs — and female teachers reporting burnout at higher rates (55%) than their male counterparts (44%). Demographic and social factors also play a role, as Black and Hispanic teachers are 5.5% more likely to leave the profession early, and younger teachers (ages 25-35) and those working in low-income schools are at the highest risk of leaving. Additionally, 38% of younger teachers plan to leave, compared to 30% of older teachers, while 50% of teachers with less than 10 years of experience are considering leaving, a figure that rises to 58% among those with 11 to 20 years of experience.

Some schools have begun introducing mental health programs to support teachers and alleviate stress, while NEA members continue to push for higher

salaries, better mental health resources, increased staffing, and reduced administrative burdens. However, many teachers feel these efforts are insufficient and come too late to address the depth of the crisis. To truly stem the tide of teacher resignations and protect the quality of public education, schools and policymakers must tackle the root causes of burnout—namely chronic staff shortages, low pay, and the widespread lack of respect and support for the teaching profession.

Fonte: adaptado de <https://www.devlinpeck.com/content/teacher-burnout-statistics>

1. De acordo com o texto, como a National Education Association (NEA) define o "teacher burnout"? (1,0)

- A) Falta de treinamento adequado dos professores para a sala de aula.
- B) Exaustão física e emocional que impede o bom desempenho.**
- C) Aumento da carga horária de professores sem aumento salarial.
- D) Cansaço extremo ocasionado pelo comportamento dos alunos.

2. Qual grupo profissional apresenta níveis de burnout mais altos do que professores de K-12, segundo o texto? (1,0)

- A) Trabalhadores da saúde.
- B) Trabalhadores agrícolas.
- C) Militares de carreira.
- D) Nenhum dos grupos acima.**

3. Assinale a alternativa em que apenas uma das afirmativas está INCORRETA, de acordo com o texto abaixo: (1,0)

"When left untreated, burnout can lead to chronic depression and serious physical health problems. Additionally, highly stressed teachers have a direct negative impact on both the academic performance and emotional well-being of their students."

- A) O bem-estar emocional de alunos não pode ser afetado pelos professores.**
- B) O burnout pode causar, dentre outras coisas, depressão crônica.
- C) Professores estressados afetam o desempenho acadêmico de seus alunos.
- D) O burnout, quando não tratado, pode levar a problemas de saúde física graves.

4. Com base no texto, qual das alternativas apresenta uma causa que NÃO é mencionada como fator de burnout entre professores? (1,0)

- A) Sobrecarga de trabalho e falta crônica de profissionais na escola.
- B) Políticas educacionais ineficazes e críticas frequentes da comunidade.
- C) Falta de apoio em saúde mental e preocupações com a segurança escolar.
- D) Excesso de conteúdo curricular e mudanças constantes no calendário letivo.**

5. Em relação à pandemia de COVID-19, qual aspecto foi mencionado como agravante para o burnout dos professores? (1,0)

- A) Implementação de aulas presenciais em espaços externos.
- B) Adoção do ensino híbrido sem treinamento tecnológico.**
- C) Contratação emergencial de novos professores temporários.
- D) Diminuição das horas semanais de trabalho docente.

6. . Com base nas informações do texto, assinale a afirmativa correta sobre a situação dos professores K-12 nos Estados Unidos em 2025. (1,0)

- A) Quase metade dos professores K-12 relata burnout frequente, e a maioria absoluta planeja mudar de carreira.
- B) A falta de professores nas escolas públicas melhorou significativamente após a pandemia de COVID-19.
- C) Baixos salários são apontados como o principal motivo para a intenção de muitos professores deixarem a profissão.**
- D) A taxa de absenteísmo entre professores diminuiu, com menos profissionais faltando mais de 10 dias por ano.

7. O que o texto aponta sobre os diretores e gestores escolares em relação ao burnout? (1,0)

- A) Apresentam índices de burnout mais baixos que os professores.
- B) Apresentam índices semelhantes aos de professores universitários.
- C) Apresentam índices de burnout mais altos que os professores em sala.**
- D) Apresentam índices semelhantes a outros cargos de responsabilidade.

8. Sobre os fatores que intensificam o burnout entre professores K-12 nos Estados Unidos, é correto afirmar que: (1,0)

- A) Professores do sexo masculino apresentam taxas de burnout mais elevadas do que as professoras.
- B) O acúmulo de funções e as lacunas de pessoal são apontados como causas relevantes do aumento do estresse.**
- C) A maioria dos professores acredita que suas condições de trabalho são sustentáveis a longo prazo.
- D) Professores com mais de 20 anos de experiência são os menos propensos a deixar a profissão.

9. O termo “staff shortages” utilizado no texto pode ser traduzido como: (1,0)

- A) Falta de recursos financeiros.
- B) Falta de materiais didáticos.
- C) Falta de funcionários.**
- D) Falta de comunicação.

10. Com base no texto, qual é a percepção de muitos professores sobre as iniciativas atuais para lidar com o burnout? (1,0)

- A) Eles reconhecem avanços significativos, especialmente em relação ao aumento salarial e à contratação de novos profissionais.
- B) Eles acreditam que as ações implementadas são importantes, mas não resolvem as causas mais profundas do problema.**
- C) Eles consideram as medidas adotadas eficazes e suficientes para reverter a alta taxa de demissões no setor.
- D) Eles avaliam que programas de saúde mental e redução de burocracia resolveram a maior parte das suas preocupações.