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The last lesson: teacher suicide and the invisible ruin of education

Dartel Ferrari de Lima[1]

Márcia Rosangela Buzanello[2]

Gladson Ricardo Flor Bertolini[3]

Francielle Selzler Brecher Beckert[4]

Abstract: The deterioration of teachers' working conditions severely compromises their mental health, negatively impacting the quality of education, student development, and the overall stability of the school environment. Work overload, job insecurity, and the absence of psychological support contribute to high levels of stress, burnout, and, in extreme cases, suicidal ideation, potentially culminating in teacher suicide. Such losses result in pedagogical discontinuity, student demotivation, and a weakened educational atmosphere. This academic essay critically examines the literature on how excessive workloads, performance pressures, and the lack of institutional support policies affect teachers' mental health, offering an argumentative critique of the shortcomings of current educational policies. The findings highlight the devastating impact of teacher suicide, particularly on children's emotional and behavioral well-being, as it can generate feelings of guilt, fear, and insecurity related to school. Among colleagues, it exacerbates occupational stress and diminishes professional motivation. Media coverage often reflects the declining state of the teaching profession, while school communities struggle to manage grief and its repercussions. In this context, valuing the teaching profession and implementing effective emotional support measures are essential for fostering a healthier and more sustainable school environment for all.

Keywords: Mental Health; Teacher Well-Being; Educational Policies; Workload Overload; Psychological Support.

1 Doutor em Medicina Preventiva pela Faculdade de Medicina da Universidade de São Paulo (FMUSP). Graduado em Fisioterapia pelo Instituto Municipal de Ensino Superior de Presidente Prudente (IMESPP). Professor Associado da Universidade Estadual do Oeste do Paraná (Unioeste), Rondon, PR, Brasil. E-mail: dartel.lima@unioeste.br . Orcid: https://orcid.org/0000-0002-3633-9458

2 Doutora em Engenharia de Produção pela Universidade Federal de Santa Catarina (UFSC). Graduada em Fisioterapia pela Pontifícia Universidade Católica do Paraná (PUCPR). Professora Associada da Universidade Estadual do Oeste do Paraná (Unioeste), Cascavel, PR, Brasil. E-mail: Marcia.Buzanello@unioeste.br Orcid: https://orcid.org/0000-0003-0215-3337

3 Doutor em Ciências da Saúde Aplicadas ao Aparelho Locomotor pela Faculdade de Medicina de Ribeirão Preto / Universidade de São Paulo (FMRP/USP). Graduado em Fisioterapia pela Universidade Estadual de Londrina (UEL). Professor Associado da Universidade Estadual do Oeste do Paraná (Unioeste), Cascavel, PR, Brasil. E-mail: gladsonricardo@gmail.com. Orcid: https://orcid.org/0009-0006-6031-1136

4 Mestranda em Educação em Ciências e Educação Matemática pela Universidade Estadual do Oeste do Paraná (Unioeste). Graduada em Pedagogia pela Universidade Estadual do Oeste do Paraná (Unioeste). Coordenadora Pedagógica do Ensino Fundamental na Secretaria Municipal de Educação de Cascavel, PR, Brasil. E-mail: franciellebeckert@educacao.cascavel.pr.gov.br .Orcid: https://orcid.org/0009-0006-6031-1136

A última aula: o suicídio de docentes e a ruína velada da educação

Resumo: A precarização das condições de trabalho dos docentes compromete sua saúde mental, afeta a qualidade do ensino, o desenvolvimento dos estudantes e a estabilidade do ambiente escolar. A sobrecarga de trabalho, a instabilidade profissional e a falta de suporte psicológico resultam em estresse, esgotamento e, em casos extremos, ideação suicida, podendo culminar no suicídio de docentes. A perda de um professor por suicídio gera descontinuidade pedagógica, desmotivação dos alunos e um ambiente fragilizado. Por meio de um ensaio acadêmico, analisa-se criticamente o impacto do suicídio de docentes, agravado pelo déficit de suporte institucional e pelas precárias condições de trabalho, no ambiente escolar e na comunidade educacional. Os achados indicam que o suicídio de docentes tem um impacto devastador, sobretudo no campo emocional e comportamental das crianças, que podem desenvolver culpa, medo e insegurança em relação à escola. Para os colegas, aprofunda o estresse ocupacional e reduz a motivação profissional. A repercussão midiática expõe a precarização da carreira, enquanto a comunidade escolar enfrenta dificuldades para lidar com o luto. Nesse contexto, a valorização da carreira e a implementação de medidas de apoio emocional são essenciais para garantir um ambiente escolar mais saudável para toda a sociedade.

Palavras-chave: Saúde Mental; Bem-Estar Docente; Políticas Educacionais; Sobrecarga de Trabalho; Apoio Psicológico..

1 Introduction

Suicide constitutes a serious global public health issue. According to the World Health Organization, approximately 700,000 people die by suicide each year, highlighting the magnitude and urgency of the problem. Given the high incidence of such cases, a specific group of workers has increasingly drawn the attention of researchers: teachers. This scenario has raised the need to critically examine the working conditions and psychosocial factors that shape their professional experience, as the emotional and structural demands placed on them have been intensifying at an alarming rate (WHO, 2025).

Teacher suicide is a frequently underreported tragedy whose repercussions extend beyond the school environment, deeply affecting educational communities and society at large (Lima et al., 2022). This phenomenon underscores the urgent need for structural reflection on teachers' mental health and the implementation of effective prevention and support policies (Stickl Haugen et al., 2023).

Within the educational context, its direct and indirect consequences compromise not only teaching and learning relationships but also social cohesion, institutional functioning, and the overall quality of education. When linked to this grave phenomenon, which deeply impacts both life and mental health, the effects become long-lasting and far-reaching, affecting student development and the well-being of the entire school community (Lima; Souza; Sampaio, 2024).

The relevance of addressing teacher suicide extends beyond personal and familial spheres, emerging as a systemic issue rooted in the dynamics and conditions of the school environment. Teaching, widely recognized as a profession with a high emotional burden, exposes educators to persistent stress, work overload, and a lack of institutional support (Santos et al., 2025).

This scenario significantly contributes to the psychological distress of the teaching workforce, fostering the development of disorders such as anxiety, depression, and suicidal ideation, which, in extreme cases, may lead to fatal outcomes. These events not only weaken the teaching staff but also have profound repercussions on students' emotional and cognitive development, undermining the school climate and the overall quality of the educational process (Sampaio et al., 2021).

The self-inflicted and voluntary death of an educator disorients students, depriving them of a vital role model and potentially triggering emotional distress, guilt, fear, and insecurity toward the school environment. For colleagues, the loss of a coworker complicates the grieving process and intensifies feelings of vulnerability, negatively

affecting school morale. The lack of institutional strategies for psycho-emotional support exacerbates these effects, perpetuating suffering and silence around mental health within the educational setting (Lin et al., 2022).

Despite the relevance of the topic, scientific literature on teacher suicide and its social repercussions remains scarce. While some studies examine its impact on school communities and the psychological effects on students and staff, there is a lack of research that explores in depth its broader social and emotional implications (Ludwig; Barbek; von dem Knesebeck, 2024). This gap hampers the development of effective public policies focused on prevention and psychological support in schools, underscoring the urgent need for expanded research and integrated approaches to address the issue (Trintinaglia; Treis, 2025).

The central question of this essay is a critical examination of how teacher suicides, frequently silenced by institutional structures, arise as a consequence of deteriorating working conditions, emotional overload, and the systemic neglect of mental health care for education professionals. These tragic events, which have profound repercussions within the school environment, not only expose the exhaustion generated by a failing educational model but also erode the integrity of pedagogical relationships and compromise the collective well-being of the educational community.

This study seeks to analyze the impact of teacher suicide on school environments and educational communities, investigating its causes and consequences in the context of worsening working conditions and insufficient institutional support. The objective is to inform the development of effective strategies for promoting teacher well-being and mental health.

This essay is intended for school administrators, educators, mental health researchers, and public policymakers, aiming to raise awareness within the educational community about the urgent need for policies that safeguard teachers' psychological well-being, value the teaching profession, and foster support networks. These measures are essential not only to prevent suicide, an avoidable cause of death, but also to address the persistent neglect of educators' mental health. Ultimately, the aim is to promote teachers' psychological well-being and cultivate a more supportive, nurturing school environment (Nadeem et al., 2011).

2 Methods

This essay was developed using a qualitative, exploratory approach, with an emphasis on critical and argumentative analysis of the collected data, aiming to understand the implications of teacher suicide within the school environment and the broader educational community. The investigation into the causes and consequences of this phenomenon considered the deterioration of working conditions and the lack of institutional support as central elements in formulating effective strategies to promote teachers' well-being and mental health.

The qualitative approach was chosen for its potential to provide an in-depth understanding of participants' subjective experiences, while the exploratory nature of the study enabled new perspectives to emerge throughout the data collection and analysis process.

The corpus of this essay underwent a rigorous process of coding and thematic organization, resulting in the identification of analytical categories that structure the discussion. The analyses were organized around four central axes: (i) the social consequences of teacher suicide; (ii) the psychological dimensions of teacher suffering; (iii) the relationship between depression, anxiety, and suicidal ideation in the teaching profession; and (iv) institutional responsibility and the omission of preventive policies.

The first axis explores the social consequences of teacher suicide, highlighting how this phenomenon transcends the individual sphere and emerges as a systemic issue, with far-reaching effects on the functioning of educational institutions, public perceptions of the teaching profession, and prevailing narratives of professional devaluation. It also critically examines the role of media coverage in shaping narratives that often reinforce stigma and negatively influence public opinion.

The second axis delves into the psychological dimensions of teacher suffering, analyzing how emotional exhaustion affects the formation of professional identity and how symptoms such as depression, anxiety, and suicidal ideation intersect in the daily experience of teaching. This analysis underscores the urgent need for care policies and structured interventions.

The third axis further investigates the structural pressures impacting teachers' mental health, revealing how adverse working conditions and intensified pedagogical demands contribute to elevated occupational stress, emotional exhaustion, and the silent progression of psychological disorders, ultimately consolidating a chronic scenario of professional burnout.

Finally, the fourth axis examines institutional responsibility regarding the omission of effective prevention policies. It discusses the absence of systemic support and psychosocial assistance for professionals in vulnerable situations and reflects on successful international experiences that offer concrete alternatives for building protective networks within schools.

2.1 Ethical considerations

This study, as it does not involve direct intervention with human subjects, does not require submission to a research ethics committee. The analysis was conducted exclusively using secondary sources, including scientific literature, institutional documents, and public data, ensuring adherence to the ethical principles of academic research.

3. Development

3.1 Social consequences of teacher suicide

Teacher suicide, often underreported, has profound impacts on both the educational environment and broader society, underscoring the urgent need for greater attention to the mental health of educators. The social ramifications of such tragedies are multifaceted. The loss of a teacher directly affects students, colleagues, and the school community, particularly children, who may struggle to process the death of someone essential to their emotional and cognitive development (Chen et al., 2024).

Although specific literature on the impact of teacher suicide remains limited, studies on suicide within educational settings highlight the urgency of understanding and addressing this phenomenon. Research shows that exposure to a colleague's suicide can have serious psychological repercussions, necessitating appropriate support strategies. One study, for instance, analyzed how high school teachers respond to students exhibiting suicidal behavior, emphasizing the need to equip educators for such challenges (Ruiz-Ordóñez; Sesé; Montaño, 2024).

This reality also affects educators themselves, whose losses deeply shake the school community. Students are deprived of mentors and role models, potentially compromising their academic and emotional development. Meanwhile, fellow professionals experience increased stress and vulnerability, which can erode team morale. Moreover, the stigma surrounding suicide often hinders open dialogue about mental health, perpetuating cycles of silence and neglect (Agyapong et al., 2022).

For children, the loss of an attachment figure and pedagogical authority represents not only the rupture of a key emotional bond but also the fragmentation of a symbolic reference point of stability, care, and emotional safety. Studies suggest that a teacher's sudden absence may trigger anxiety, behavioral regression, learning difficulties, and, in more severe cases, childhood depression (Silva; Souza; Lima, 2022).

Furthermore, institutional silence in the face of such tragedies exacerbates students' psychological suffering. Without safe spaces to process the loss symbolically, children may internalize feelings of guilt, abandonment, or confusion. Thus, a teacher's suicide is not merely a tragic event, it is a symbolic rupture that destabilizes the emotional fabric of the school community. This calls for sensitive and structured protocols for psychological care. Schools must adopt compassionate strategies for emotional support and psychological follow-up, helping students to understand the loss without fostering harmful stigmas around mental health and suicide (Nadeem et al., 2011).

Quantitative data reinforce the gravity of the situation. In Brazil, 142 of the 13,351 teacher deaths recorded in 2020 were due to suicide, approximately three cases per week (Lima; Souza; Sampaio, 2024). Additionally, a study in the state of Santa Catarina found that 27.6% of education professionals had experienced suicidal thoughts, reflecting the significant impact of occupational pressure on teachers' mental health (Lima; Souza; Sampaio, 2024).

Globally, although specific statistics on teacher suicide are limited, suicide is the fourth leading cause of death among individuals aged 15 to 29 years (WHO, 2021). Brazil ranks similarly on a global scale, although the most affected age group is slightly older, ranging from 20 to 29 years. Among this demographic, the primary causes of death are external or violent in nature, such as homicide and traffic accidents. A relatively positive aspect of this epidemiological profile is that most teachers fall outside this highest-risk age bracket. In Brazil, 68% of teachers are over the age of 33, and 55% are between 30 and 45 years old (Brasil, 2009).

Teaching, recognized globally as a profession with high emotional and cognitive demands, exposes practitioners to intense psychological challenges that may increase the risk of mental distress and suicidal ideation. Research shows that teachers frequently contend with work overload, deteriorating labor conditions, lack of professional recognition, and interpersonal conflicts, factors that, in combination, can trigger symptoms of anxiety, depression, and emotional exhaustion (Pravesh, 2023).

A literature review conducted by Agyapong et al. (2022) revealed a strong interaction between risk and protective factors in teachers' mental health, emphasizing that a lack of institutional support and prolonged occupational stress are directly associated with increased suicidal ideation among educators. While some teachers manage to develop effective coping mechanisms, such as social support networks and self-care practices, many encounter significant barriers to seeking help, either due to the stigma surrounding mental health or the absence of institutional psychological support programs.

Comparative studies suggest that the mental health impact of teaching varies according to each country's educational conditions. In systems that provide better working conditions, adequate remuneration, and continuous psychological support, such as those in Finland and Canada, levels of psychological distress among teachers are significantly lower (Klassen, 2010; Gluschkoff et al., 2016). In contrast, in countries where teaching hours are excessive, resources are scarce, and the profession is undervalued, as in several nations, teachers report considerably higher levels of emotional exhaustion and psychological suffering (Lee; Lai, 2020).

As a preventable cause of death, teacher suicide highlights the urgent need for effective institutional policies that promote teachers' mental health. Work overload, insufficient support, and professional devaluation exacerbate educators' vulnerability, particularly within educational systems marked by adverse conditions. This scenario calls for structural interventions that ensure healthier working environments and protect teachers' psychological well-being.

Media portrayals of teacher suicide also play a critical role in shaping public perception and influencing the implementation of preventive strategies. A literature review by Calvo et al. (2024) indicates that inadequate media coverage can trigger the Werther effect, a phenomenon whereby widespread reporting of suicides, especially those involving public figures or dramatic narratives, may result in imitative behaviors or suicide attempts. Responsible media coverage can help raise awareness of teachers' mental health needs, while sensationalist approaches risk reinforcing feelings of hopelessness.

3.2 Psychological dimensions of teacher suffering

Psychological distress among teachers constitutes one of the main barriers to the full exercise of the teaching profession, directly affecting working conditions and the quality of education. Defined as a set of emotional and mental manifestations resulting from institutional and pedagogical stressors, this phenomenon reveals the harmful effects of excessive demands, lack of recognition, and adverse school environments on teachers' health and professional performance.

The intensification of burnout among educators represents a silent crisis that threatens the sustainability of educational systems worldwide, reflecting growing exhaustion that transcends national borders. Characterized by emotional exhaustion, depersonalization, and a diminished sense of accomplishment, this condition has worsened in countries such as Australia, where half of secondary school teachers report critical stress levels and express intentions to leave the profession. In 2023, 35% of these professionals planned to abandon their careers before retirement, a significant increase from 26% in 2019 (Engage Education, 2023).

This scenario is driven by multiple factors, including excessive workloads, pressure for academic results, lack of institutional support, and insufficient resources to manage disruptive classroom behaviors. Aggravating these issues are professional devaluation and increasing responsibilities unaccompanied by adequate financial compensation, all of which intensify emotional exhaustion and teacher attrition (Billett; Turner; Li, 2023).

In Brazil, the growing incidence of burnout among basic education teachers paints an alarming picture of illness linked to deteriorating working conditions. Studies indicate that around 30% of these professionals experience typical symptoms of burnout, while 40% report high stress levels due to factors such as school violence, excessive workload, and low wages. Approximately 15% express an intention to leave the profession, particularly in response to performance pressure and weak teacher appreciation policies (Santos; Caldas; Silva, 2024).

From a comparative perspective, although extreme stress levels are similarly observed in both Brazil and Australia, burnout rates are higher in the Brazilian context. Paradoxically, however, the intention to leave the profession appears more pronounced among Australian teachers, with 35% planning to quit before retirement, compared to 15% in Brazil.

The Brazilian case, in turn, reveals striking specificities of teacher suffering, particularly among female elementary school teachers. This group faces psychological distress linked to workload burden, precarious working conditions, insufficient pay, and high emotional demands, dynamics that have been consistently highlighted in studies grounded in the psychodynamics of work (Marinho; Schmidt; Vasconcelos, 2021).

Teachers' mental health is also severely affected by compassion fatigue, emotional exhaustion resulting from continuous exposure to others' suffering (Santos; Caldas; Silva, 2024). Within the school context, educators face not only the burden of professional and personal responsibilities but also the emotional weight of working with students in vulnerable situations. This prolonged exposure may lead to secondary traumatic stress, resulting in diminished empathy and emotional detachment. Consequently, it compromises not only the educator's well-being but also the quality of pedagogical relationships and the education provided (Lourenço et al., 2024).

In light of this scenario, it is undeniable that teacher suffering has become a structural feature of the educational system, undermining both mental health and the quality of education. Excessive workloads, precarious working conditions, and the absence of institutional support contribute to alarming levels of burnout and stress, prompting many educators to leave the profession. Added to this is compassion fatigue, which reflects the emotional wear and tear caused by constant exposure to the suffering of others. This situation demands urgent public policies that offer not only symbolic recognition but also concrete conditions for a dignified and sustainable teaching career.

Amid such emotional vulnerability and professional strain, a well-developed professional identity serves as one of the main resources for resisting teacher burnout, acting as a symbolic and emotional buffer against the daily

pressures of the profession. Educators who perceive meaning and value in their work tend to exhibit higher motivation, satisfaction, and commitment, while the erosion of this sense of purpose intensifies exhaustion, disillusionment, and intentions to quit. In Brazil, where high levels of teacher stress are recurrent, reinforcing professional identity is both a strategic and urgent measure (Lin et al., 2022).

Furthermore, studies show that factors such as work engagement and psychological capital, particularly resilience, optimism, and self-efficacy, positively mediate the relationship between identity and burnout. Teachers who possess these emotional and cognitive resources demonstrate greater capacity to manage adversity, lower levels of exhaustion, and higher professional satisfaction. In this sense, cultivating a robust professional identity alongside personal development is essential for the sustainability of teaching in times of crisis (Lima; Lima; Sampaio, 2020).

3.3 Relationship between depression, anxiety, and suicidal ideation in the teaching profession

Teachers' mental health represents a neglected yet decisive foundation for educational quality, and its deterioration reveals a critical facet of the structural crisis affecting the teaching profession. Disorders such as anxiety, depression, and suicidal ideation impact a significant portion of educators, compromising not only individual well-being but also pedagogical performance and professional retention. An international meta-analysis conducted by Satinsky et al. (2021) found that 37.75% of teachers exhibit symptoms of anxiety, 28.51% suffer from depression, and 9.10% report suicidal behaviors, underscoring the urgent need for systemic interventions that promote emotional well-being, institutional support, and more humane working conditions.

The mental health crisis among Brazilian teachers has intensified. A study by Nova Escola, a non-governmental organization dedicated to improving education in Brazil, revealed that 70% of teachers lack access to psychological support, 33% considered taking leave due to emotional issues, and, following the pandemic, 60% reported increased anxiety, 48% extreme fatigue, and 42% sleep disturbances. These data reinforce the urgency of policies that prioritize teacher well-being as a pillar of educational quality (Nova Escola, 2021).

The correlation between mental disorders and suicidal ideation among educators reflects a concerning reality that transcends individual health, directly impacting classroom dynamics and teacher-student relationships. Research indicates that teachers suffering from persistent anxiety and depression face not only higher risks of suicidal thoughts but also a weakening of their professional identity and their capacity for affective mediation in the classroom (Silva et al., 2024).

This reality underscores that teachers' psychological distress is not an isolated phenomenon but rather a structural crisis embedded in the profession, marked by excessive emotional demands, institutional invisibility, and symbolic devaluation. When mental health is considered a prerequisite for effective teaching, it becomes imperative to recognize psychological suffering as an indicator of the failure of educational policies to address the human dimensions of pedagogical work (Cumarú et al., 2018).

3.4 Institutional responsibility and the omission of preventive policies

Despite growing scientific evidence regarding the impact of mental health on teaching performance, the institutional response to psychological distress among teachers in Brazil remains characterized by the absence of systematic public prevention policies. In this context of institutional neglect, isolated initiatives, such as the Social, Emotional, and Ethical Learning Online Training (SEELOT), developed by Emory University to promote teachers' holistic well-being through the cultivation of social-emotional, ethical, and contemplative competencies, stand out. In Brazil, SEELOT was adapted into a short-term online training program designed to support public school teachers facing increasing emotional overload (Romano et al., 2025).

During the COVID-19 pandemic, a study assessed the effects of a four-week online training program based on this model, involving 333 public school teachers. The results indicated significant improvements in mindfulness, motivation, job satisfaction, and reduced stress levels. As a result, the "*Fique Bem Professor*" initiative began offering SEE Learning resources in Portuguese free of charge, reaffirming, albeit in a fragmented manner, the potential of institutional actions in promoting teacher well-being. Nevertheless, such efforts remain limited and disconnected from a broader, integrated, and sustained policy of teacher care, underscoring the urgent need for stronger State commitment (Rosenberger et al., 2024). As in other sectors, the absence of structured policies can lead to severe and lasting consequences for teachers' mental health.

The fragility of public policies focused on educators' mental health reveals a systemic vulnerability whose repercussions compromise not only professional performance but the preservation of life itself. As in the healthcare sector, where the absence of preventive protocols has been linked to critical failures, in the educational context, institutional neglect of teachers' psychological care can precipitate severe mental distress (Stickl Haugen et al., 2023).

This deterioration, however, is not solely the result of omission. It often stems from mismanagement and corruption, which divert essential resources away from continued professional development, psychosocial support, and teacher recognition. When these support structures are undermined, the education system fails to provide the minimum conditions necessary for educators to perform their duties with dignity. The outcome is a scenario of institutional abandonment that intensifies emotional exhaustion and, in more severe cases, culminates in profound psychological suffering, including suicidal ideation (Santos; Ferreira, 2018).

When resources earmarked for continuing education, psychosocial assistance, or professional appreciation are misappropriated due to corruption or administrative negligence, the system becomes incapable of ensuring dignified working conditions for educators. Such institutional failure fosters emotional burnout and, under extreme conditions, may be directly associated with severe psychological distress and the emergence of suicidal thoughts.

The consolidation of public policies targeting teachers' mental health requires the same degree of institutional commitment demanded by corporate governance frameworks, where integrity, compliance, and ethical responsibility are foundational principles. Likewise, the development of structured educational policies focused on teachers' psychological well-being constitutes a strategic imperative to prevent emotional distress and ensure the long-term sustainability of the school environment (Oliveira; Souza Lemes, 2022). In this regard, institutional responsibility must transcend normative declarations and encompass concrete actions that promote healthier and more humane work environments.

This challenge is further intensified by the growing need to combat misinformation and negligence regarding mental health disorders within the teaching profession. The dissemination of inaccurate information or the failure to recognize the urgency of mental health care for educators can significantly aggravate psychological suffering. Just as the Brazilian government has acknowledged the importance of holding digital platforms accountable for spreading harmful content, it is equally imperative that educational institutions commit to implementing effective emotional and psychological support policies for their staff.

The absence of preventive policies in the educational sphere should not be interpreted as mere oversight but as a tangible manifestation of institutional negligence. Confronting this reality requires more than rhetorical affirmations, it calls for a genuine and sustained commitment to safeguarding educators' psychological well-being. Implementing structured emotional support initiatives is not a discretionary act but an ethical imperative to reduce the risk of suicidal ideation and to promote a truly sustainable and humanized school culture.

In this context, international experiences have demonstrated the efficacy of teacher well-being interventions, particularly those grounded in mindfulness practices. A notable example is the Mindfulness-Based Health Promotion for Educators (MBHP-Educa) program, implemented in São Paulo, Brazil. This eight-week initiative seeks to foster emotional self-regulation, resilience, stress management, and overall mental health. Findings by Gomes et al. (2022)

revealed that participants experienced, on average, a 30% reduction in perceived stress and a 25% improvement in general psychological well-being, underscoring the transformative potential of such strategies for promoting educators' mental health and reinforcing the educational environment.

In countries such as England and Australia, teacher retention has required urgent interventions in response to stress and work overload. In the United Kingdom, for instance, the suicide rate among teachers increased by 15% in 2021, prompting the adoption of measures such as flexible schedules, shortened workweeks, and designated rest periods. These initiatives have yielded positive outcomes, with 42% of participating teachers reporting improved quality of life and renewed motivation to remain in the profession (Weale, 2024). In Australia, the situation is equally critical: secondary school teachers report 18% more stress-related sick leaves than the national average, and 40% are considering leaving the profession due to burnout and insufficient institutional support (Carroll; Forrest; Sanders-O'Connor, 2022).

In Japan, the scenario is similarly alarming. The intense pressure for performance, coupled with the lack of adequate psychological support, has contributed to distressing suicide rates among educators. Between 2010 and 2019, over one hundred teachers took their own lives, many as a consequence of chronic stress and overwhelming workloads. In response, the Japanese government introduced measures such as reducing work hours and establishing emotional support hotlines. However, the persistence of an institutional culture of silence continues to hinder the effectiveness of these efforts (Yamaguchi et al., 2021).

Given the international landscape that reveals the devastating effects of chronic stress on teachers' mental health, the formulation of educational policies that transcend rhetoric and materialize as concrete institutional commitments becomes imperative. The convergence of data from the United Kingdom, Australia, and Japan demonstrates that isolated initiatives are insufficient when confronting a challenge of such complexity. Investing in educators' psychological integrity is, therefore, not a benevolent gesture by institutions, but an ethical obligation that qualifies the school as a genuinely human and sustainable environment.

4 Conclusions

The general objective of this essay was to critically analyze the impact of teacher suicide, exacerbated by insufficient institutional support and precarious working conditions, on schools and the wider educational community. The study shows that the deterioration of the teaching profession compromises not only educators' mental health but also the quality of education, student development, and the stability of schools as formative spaces.

Academically, the research advances knowledge by giving visibility to a historically silenced issue, integrating debates on mental health, education, and public policy. Empirically, it demonstrates how work overload, job insecurity, and the absence of psychological support generate vulnerability that can lead to illness and, in extreme cases, suicide. These insights provide valuable evidence for designing institutional and intersectoral strategies that place teacher well-being at the core of sustainable schooling.

In conclusion, teacher suicide produces devastating repercussions at pedagogical, emotional, and social levels, generating insecurity among students, intensifying occupational stress among colleagues, and exposing the fragility of teacher appreciation policies. Addressing this challenge requires reconfiguring how the profession is valued and implementing practices of recognition, psychological support, and compassionate listening. Advancing public policies that integrate health and education is both an ethical imperative and a necessary step toward building a more humane and sustainable educational system.

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