

International Journal of Human Sciences Research

THE IMPACTS OF TEACHER DISEASE: REFLECTIONS RAISED BY THE PANDEMIC CONTEXT

Glaé Corrêa Machado

Post Doctor in Education (PUCRS)
Professor at the Lato Sensu Graduate
Program at PUCRS/UNILASALLE/
EDUCINTER and at “Universidade
Leonardo da Vinci” “Cemtro
Universitário UNIASSELVI” -RS
Porto Alegre/RS
<https://orcid.org/0000-0002-8896-2559>
<http://lattes.cnpq.br/3820659742723325>.

Andréia Mendes Dos Santos

Post Doctor in Education, Doctor
in Social Work (PUCRS)
Adjunct Professor at the School of
Humanities and at PPGEduc (PUCRS)
Porto Alegre/RS
<https://orcid.org/0000-0001-7013-0239>
<http://lattes.cnpq.br/9544763044134842>.

All content in this magazine is
licensed under a Creative Com-
mons Attribution License. Attri-
bution-Non-Commercial-Non-
Derivatives 4.0 International (CC
BY-NC-ND 4.0).



Abstract: The transformation experienced in our educational system, in which the dialogue and presence of the teacher and student relationship have become remote due to the need to mitigate the impacts caused by the COVID-19 pandemic that devastated humanity, leads us to think about training and professionalization teacher in the context of adaptation to a new modality of teaching and learning that is present in our schools. The imminence of the onset of the disease caused by the virus brought about generalized chaos that took hold of everyone in the face of a situation that altered the psychology of the general population, associated with this context are professionals in the educational area who have already been victimized by an illness. being, they are affected by a fear in relation to their practice in the classroom, a fact that we try to understand in the daily educational action of this professional and his performance. This research aims to understand and analyze the phenomenon of teacher malaise in the classroom from the understanding of how this illness occurs, based on the high levels of stress that our teachers go through and are involved in, emphasizing the conditions such as wages, lack of autonomy, bureaucratic exaggerations, students' indiscipline, in addition, the terrible conditions that schools are offering as a workplace, situations that have led teachers to physical fatigue and, therefore, to the suffering of the body and soul. mind, added to the pandemic moment, in which other issues overloaded teaching. In view of this situation, we analyzed the teaching process, which, due to the chaos mentioned and the challenges faced in everyday life, when trying to put quality teaching into practice, is taken by immense frustration, a malaise that causes a state of anxiety that goes against the theoretical relationship. and practical, which needs our reflection on action.

Keywords: Teacher malaise. School indiscipline. School everyday. Teaching work. Pandemic context.

INTRODUCTION

We are experiencing a transformation in our educational system, the dialogue and presence of the teacher and student relationship have become remote due to the need to mitigate the impacts caused by the COVID-19 pandemic that devastated humanity, a situation that leads us to think about training and teaching professionalization in the face of adapting to a new teaching and learning modality that is present in our schools. A generalized chaos took over everyone in the face of the imminence of the onset of the disease caused by the virus, a situation that changed the psychology of the general population, associated with this context are the professionals in the educational area who have already been victimized by a malaise, if they are affected by a fear in relation to their practice in the classroom, attacked by the students' school indiscipline, reinforced by the precarious work situation that schools currently offer, a fact that we seek to understand in the daily educational action of this professional and his performance.

Every situation that causes closure deprives us of ourselves, the teacher has his identity stolen when the phobia is present in his workplace, preventing him from making his work an act of love and pleasure, because any work relationship that is marked by disrespect for the dignity of the worker, forcing him to become a mere production mechanism, disregarding his condition as a human being who deserves rest and fair remuneration, leads to mental torments causing diseases such as Burnout Syndrome, depression and anxiety.

When interacting and integrating in the educational process, without the enthusiasm and dedication that the profession of educator demands from teachers, this teacher is

subjected to the pedagogy of fear and the teaching and learning process becomes a burden, ceasing to be a desire and an action of reciprocity and love, limiting the teaching practice and restricting their skills and abilities, creating a setback, leading us towards an existential delay, as if we were losing the ability to understand the world in which we are inserted, losing the human dignity that it is part of each one of us.

With this research, we aimed to know and analyze the phenomenon of teacher malaise in the classroom from the understanding of how this illness occurs, based on the high levels of stress that our teachers go through and are involved in, emphasizing conditions such as salaries, lack of autonomy, bureaucratic exaggerations, students' indiscipline, in addition, the terrible conditions that schools are offering as a workplace, situations that have led teachers to physical fatigue and, therefore, to the suffering of body and mind, added to the pandemic moment, in which other issues overwhelm teaching.

According to Fajardo, Minayo and Moreira (2010), stress in the teaching profession occurs because many teachers do not see perspectives in their work, do not examine their professional success, their competence and their satisfaction with the profession. The authors also point out that in the Brazilian educational context, teachers often describe feelings of malaise and impotence. At some point in life, every teacher has experienced the feeling of being the worst professional in their area, to the point of being driven to exhaust their strength, which leads them to a deep sadness, creating the belief that nothing is worthwhile, when these sensations are present, persistent and of a constant force, they become an evil that may be leading the faculty to the inability to develop their competences and attributions, an evil that is increasingly gaining space in our educational

institutions, and that can be identified as Burnout Syndrome, depression and/or anxiety, given these facts, we justify the importance of this research, given the problem that is causing terror in the lives of those who govern the teaching and learning process in the classroom, taking our teachers to a high and progressive deterioration of their mental health in their work environment.

THE PRECARIZATION OF TEACHING WORK AND ITS IMPLICATIONS

We are endowed with intelligence that creates countless possibilities for us, even limited in the face of our human condition, we seek to adapt to the mishaps that arise in our daily lives, we are imperfect and we are at the mercy of a vulnerability that even directing us to failure strengthens us so that we can have strength in order to overcome the adversities of life. According to Brown (2019), vulnerability is not knowing victories or defeats, it is understanding the need for both, it is to get involved, to surrender in full, it is to have the courage to face the obstacles that arise in our lives without allowing ourselves to fall down:

To live fully is to embrace life from a feeling of self-love. It means cultivating enough courage, compassion, and connection to wake up in the morning and think, "No matter what I do today or what I fail to do, I am worth it." It's going to bed at night and saying, "Yes, I'm imperfect, vulnerable and sometimes afraid, but that doesn't change the truth that I'm also brave and worthy of love and acceptance." (BROWN, 2019, p. 9)

The teacher victimized by the obstacles provoked by the violence generated in the acts of indiscipline that is constant in the classrooms, added to the lack of structure of the schools that welcome him as a place of work, these and other factors, are generating a state of deprivation of the subjectivity of

the students. educators, causing a malaise in relation to their performance in the classroom.

Contreras (2012) points out that the basic thesis of teacher proletarianization is sustained by the progressive subtraction of a series of qualities that led teachers to a loss of control and meaning over their own work, showing that what is at stake is the autonomy of these teachers. professionals. Thus, it is understood that teachers occupy a subordinate position in the educational field, since their role can be reduced to mere executors of state interests.

In view of this scenario, according to Contreras (2012), teachers, as well as the working class, lose out on qualifications and see their work reduced in terms of performing isolated and routinized tasks, without understanding the meaning of the process with a greater degree of clarity and criticism. Teachers also approach the working class when they join unions, class associations and workers' collectives that seek better working conditions and remuneration. In addition to the loss of control over the work process, professors are overwhelmed by exhausting work routines due to low pay. As low-paid salaried workers, they feel the need to increase their workload, often submitting to sixty hours a week.

TEACHER DISEASES: ORIGINS AND PERSPECTIVES

In our homes, we got used to valuing the family essence, respecting others, which was and still is part of the teachings we inherited from our parents, who excelled in authority, often fighting against authoritarianism rooted in our cultural heritage, process this, which must be part of the maturity of every human being.

All this educational context generated within our homes has repercussions on the behavioral attitudes of students in the classroom, the presence or absence of the

family is perceived in the school performance of students, highlighting their attitudes towards teachers and even towards colleagues who make up the school. school environment, in this regard, Baba (2016) warns us that today we suffer from a profound disease called selfishness, which leads to an unsustainable degree of disrespect for nature and other human beings, as well as a profound ignorance of the meaning of life.

When the home does not adopt their loved ones, they are driven by social fads and are guided by a selfishness capable of generating an indisciplinary act wherever that loved one is inserted, penalizing our students and creating uneasiness among the teaching staff.

Indiscipline has always been present in the history of schooling, and can be seen as a transgression, a disobedience to the rules that govern spaces or circumstances, in the case of schools, to educational rules, according to Tiba (1996), school discipline makes up a set of rules that must be obeyed for the success of school learning, constituting a quality in the relationship between students and teachers in a classroom. We know that human relationships are full of complexity due to divergence of ideas, when there is no respect for the living space the rules weaken, when the lack of respect manages relationships, indiscipline coordinates actions creating discomfort between the parties, causing a disharmonious relationship, creating the annulment and/or conflict of one in terms of dominating the other.

Taille (1996), emphasizes that there are those who consider indiscipline as the result of weakening the link between what is moral and shameful. Vasconcellos (1995) reinforces that the cause of indiscipline occurs due to the social devaluation of the school, which caused a fall in the myth of social ascension, through teaching and learning, considerably reducing the extrinsic motivation that existed among

those who wanted to reach their space before society through the schooling process, this fact led the school to stop being an ideal and became an obligation:

This happened when the school represented an unquestionable path of social ascension and, therefore, the teacher was one of its most qualified representatives and was treated as such (even if it was a merely formal respect). Today everything has changed. This respectful treatment has to be earned by the teacher (VASCONCELLOS, 1995, p. 45)

We are not looking for statistical data in relation to the problem of school indiscipline, but we focus on the mishaps created in the lives of professionals who work by mediating knowledge, as we perceive that students' attitudes in the classroom go against what is advocated by the political pedagogical project school with regard to respect for the school community in general and the student's commitment to the process of building their citizen life, as they need to know and recognize that the school or any other place is not a space for aggression, contempt, devaluation, etc.

Our history denounces the neglect of the structural conditions of the institutions that host the school community, which undergo abandonment and neglect, this context has reflected in the teaching and learning process, as teachers suffer from the absence of basic and minimum conditions to exercise their profession, schools reveal the precarious operating conditions in which they are found, the situation is worrying, since there are educational institutions with a lack of basic services, such as access to electricity, treated water supply, existence of sanitary sewage and periodic collection of garbage between others.

The Technical Summary of the 2011 School Census states that the infrastructure available in schools is of fundamental importance in the learning process, it recommended that a school needs to maintain a structural pattern that can offer the student conditions that will facilitate

their learning, improving their performance, making the school environment a pleasant place, thus being another stimulus for their stay at school.

In view of this situation, we analyzed the teaching process, which, due to the chaos mentioned and the challenges faced in everyday life, when trying to put quality teaching into practice, is taken by immense frustration, a malaise that causes a state of anxiety that goes against the theoretical relationship and practical, which needs our reflection on action. Another fundamental issue in this scenario of structural abandonment of Brazilian schools is the technological apparatus, which at the present time, in a pandemic context, was one of the only support instruments capable of linking teacher and student, but we know that school spaces in general do not support such technologies and are unable to acquire the necessary equipment for the purpose of participating in remote classes (Online).

Added to this context, the teacher feels tormented, firstly because he does not have the necessary mastery in relation to technological resources and their proper use, and secondly, that this situation adds to the difficulties of interaction and integration of students in the teaching/learning process, all these factors create in the professor an intense concern in relation to his practice.

STUDY METHODOLOGY

This study adopts a qualitative approach to reveal, in the daily life of schools, situations that impact on teachers' health and work environment. Based on the research methodology of/in/with everyday life (FERRAÇO; ALVES, 2015; FERRAÇO, 2004), the narratives produced in the diaries of 20 School Psychology interns at a University in southern Brazil, in the period 2017/18, based on the assumptions of content analysis from the perspective of Bardin (2009).

For Passos (1996), understanding issues involving indiscipline in the classroom involves knowledge about the school reality and the context of educational practices in which this phenomenon occurs. And the author explains it this way:

This is because pedagogical practice is structured based on the ideological, moral and social frameworks of everyone involved in school dynamics: teachers, principals, students, parents, employees, etc. Such pictures intersect with the entire cultural symbolic universe (of values, beliefs, representations) that give meaning to their attitudes and behaviors (PASSOS, 1996, p. 121).

In “Civilization and Its Discontents”, Freud (1930) shows that man is exposed to three possibilities of suffering, which is demanded by the decay of his own body, arising from the external world or through coexistence with other men, where the latter is more arduous than any other. The main defense mechanism against psychic agents triggered by living with other humans is isolation, where the subject remains distant from other people, which Freud calls “the pursuit of happiness in stillness”. However, Freud assures that happiness consists of a balance between the absence of suffering and displeasure, however, he states that man would not support a succession of beautiful days.

FINAL CONSIDERATIONS

Teacher malaise is an obscure reality that torments all those who in some way have already suffered threats to their physical and emotional integrity, it is of paramount importance that the school community can indeed be committed to looking at the educator as a being who has feelings, which, like any other human being, need to be respected and valued in what they do. Brown (2019) reports that only when we have enough courage to explore the darkness do we discover the

infinite power of our own light.

Our hypotheses are that teaching is an emotional job, where each teacher experiences different emotions. Another issue that also deserves to be considered is that teachers, through their psychic resources, seek strategies to maintain psychic balance in the face of work demands. As a thesis, it is argued that these movements, which have a direct impact on the organization of the work processes in which they are inserted, produce serious consequences on the health of teachers, in their physical or psychological aspects.

We are enclosed without realizing it and whether or not we remain in that captivity will depend on our self-love, which makes us reflect and agree with Baba’s statement (2016), that the walls we build around us to protect ourselves are the same ones that surround us. keep isolated in the world.

REFERENCES

BABA, Sri Prem. **Propósitos**. Sextante. 2016.

BROWN, Brené. **A coragem de ser imperfeito**. Tradução de Joel Macedo. Rio de Janeiro: Sextante, 2019.

CENSO ESCOLAR. Disponível em: https://download.inep.gov.br/educacao_basica/censo_escolar/resumos_tecnicos/resumo_tecnico_censo_educacao_basica_2011.pdf. Acesso em 04 de abril de 2021.

CONTRERAS, José. **A autonomia de professores**. 2 ed. São Paulo: Cortez, 2012.

FAJARDO, Indinalva; MINAYO, Maria Cecília; MOREIRA, Carlos Otávio. Educação Escolar e Resiliência: política de educação e a prática docente em diversos meios. **Ensaio**. Rio de Janeiro, v. 18, n° 69, p. 761- 773, 2010.

FERRAÇO, C. E.; ALVES, N. As pesquisas com os cotidianos das escolas: pistas para se pensar a potência das imagens narrativas na invenção dos currículos e da formação. **Espaço do Currículo**, v. 8, n. 3, p. 306-316, 2015. Disponível em: <http://www.periodicos.ufpb.br/index.php/rec/article/viewFile/rec.2015.v8n3.306_316/14761>. Acesso em: 25 mar. 2019.

FERRAÇO, C. E. Pesquisa com o cotidiano. **Anais da 27ª Reunião da ANPED**. Caxambu/MG, 2004. Disponível em: <http://27reuniao.anped.org.br/diversos/te_ferraco.pdf>. Acesso em: 25 mar. 2019.

FERRAÇO, Carlos E.; SOARES, Maria Conceição S., ALVES, Nilda. **Michel Certau e as pesquisas nos/ dos/ com os cotidianos em educação**. Rio de Janeiro: EdUERJ, 2018.

FREUD, S. **O mal-estar na civilização**. Tradução Paulo Cesar Souza. São Paulo: Companhia das Letras, 1930/2010.

PASSOS, Laurizete Ferragut. A indisciplina e o cotidiano escolar: novas abordagens, novos significados. In: AQUINO, Julio Groppa (org.). **Indisciplina na escola: alternativas teóricas e práticas**. São Paulo: Summus Editorial Ltda. 1996.

TAILLE, Yves de La. A indisciplina e o sentimento de vergonha. In: AQUINO, Julio Groppa (org.). **Indisciplina na escola: alternativas teóricas e práticas**. São Paulo: Summus Editorial Ltda. 1996.

TIBA, Içami. **Disciplina: o limite na medida certa**. São Paulo: Editora Gente, 1996.

VASCONCELLOS, Celso dos Santos. **Disciplina: construção da disciplina consciente e interativa em sala de aula e na escola**. São Paulo: Libertad, 1995. (Cadernos pedagógicos do Libertad, v. 4).