

MANAGERIAL STATE AND TEACHING WORK IN THE MUNICIPAL AND STATE  
PUBLIC SYSTEMS OF JATAÍ – GOIÁS

*ESTADO GERENCIALISTA E TRABALHO DOCENTE NOS SISTEMAS PÚBLICOS  
MUNICIPAL E ESTADUAL DE JATAÍ – GOIÁS*

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MUNICIPALES Y ESTADUALES DE JATAÍ – GOIÁS*



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**ABSTRACT:** The article analyzes the teaching work in the context of the Managerialist State in the municipal and state public systems of Jataí – Goiás. The text is the result of field research, using Google Forms as a data collection instrument, with 50 teachers from both systems, including pedagogical coordinators and managers. The analysis, of a qualitative nature, was based on the method of historical-dialectical materialism. As a result, the regulatory and supervisory action of the managerial State was noted, identified in the intensification of work, lack of work structure and productivity demands.

**KEYWORDS:** Managerialism. Control of the teaching work. Public education system.

**RESUMO:** O artigo analisa o trabalho docente no contexto do Estado Gerencialista nos sistemas públicos municipal e estadual de Jataí – Goiás. O texto resulta de pesquisa de campo, utilizando o Google Forms como instrumento de coleta de dados, junto a 50 docentes dos dois sistemas, incluindo coordenadores pedagógicos e gestores. A análise, de natureza qualitativa, foi feita com base no método do materialismo histórico-dialético. Como resultado, notou-se a ação reguladora e fiscalizadora do Estado gerencial, identificado na intensificação laboral, falta de estrutura de trabalho e exigência de produtividade.

**PALAVRAS-CHAVE:** Gerencialismo. Controle do trabalho docente. Sistema público de educação.

**RESUMEN:** El artículo analiza el trabajo docente en el contexto del Estado Gerencialista en los sistemas públicos municipales y estadales de Jataí – Goiás. El texto es el resultado de una investigación de campo, utilizando Google Forms como instrumento de recolección de datos, con 50 docentes de ambos sistemas, incluyendo coordinadores pedagógicos y gestores. El análisis, de carácter cualitativo, se basó en el método del materialismo histórico-dialético. Como resultado, se constató la acción reguladora y fiscalizadora del Estado gerencial, identificada en la intensificación del trabajo, la falta de estructura laboral y las demandas de productividad.

**PALABRAS CLAVE:** Gerencialismo. Control de la labor docente. Sistema público de educación.

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## Introduction

The study investigated teaching work in the context of the New Public Management of the Managerial State. The managerial State in Brazil, from 1995 onwards, began to adhere to principles focused on market administration, demanding efficiency and effectiveness from its employees in the provision of services, positioning itself as a supervisory and controlling agent when determining forms of work, emphasizing the culture of evaluation, transparency, publication of indicators, performativity, goals and maximization of results (ALMEIDA; STELZENBERGER; GONÇALVES, 2012). Bresser Pereira (2017) observes that “governing is [...] constantly improving the State apparatus in order to operate public services with quality and efficiency — it is making the State a managerial state” (BRESSER PEREIRA, 2017, p. 149, our translation)

It is clear that, over the last few years, public educational policies have resulted from the dynamic restructuring of the State, of a managerial nature, based on the new standard of public management, with strong influence from the private sector. The school became the scene of transformations that incorporated new forms of management, based on the reform introduced in 1995 with the Master Plan for the Reform of the State Apparatus (PDRAE). Such changes in the forms of school management imposed the role of managers on managers, which in turn greatly interfered with teaching work, especially in the public system (BRASIL, 1995).

By adopting the managerial model, the State became a flexible organization in terms of economic principles, however, it accentuated its controlling character. In this sense, Santiago and Lima (2011, p. 37, our translation) highlight:

The management model is characterized as one that concentrates high levels of efficiency, effectiveness and productivity, focusing on regulations for deconcentrating production, financing and offering social policies and centralizing their evaluation and control.

In this context, education began to be analyzed, considering changes and new powers of the State, which converted educational problems and challenges into issues of an administrative nature, holding educational institutions responsible, exempting themselves from their obligations by assuming the character of the State manager, exercising strict control over educational bodies to meet targets and calendars that feed an information system on educational performance in institutions. The quality of student learning takes second place and the quality of the institution becomes a priority. This movement stems from international programs created from an economic perspective, as already in 1990, Multilateral Organizations (OM) dedicated

great effort to establishing an educational agenda. The main goal was basic education for all. This proposed basic education, embellished in the documents, was far from being socially referenced quality education. This perspective pointed to significant changes in teaching work, based on neoliberal economic principles (OLIVEIRA, 2009). In other words, the aim was to universalize education to support economic development and maintain the social division of labor and not to universalize learning with social quality. As Bresser Pereira (2000, p. 12, our translation) himself observes:

Every State reform implies institutional reform, which causes substantive changes in the legal and organizational structure and public policies. State reforms that substantially change the way the State apparatus functions deserve to be called administrative reforms.

The adjustments to the new managerialist format in public education networks demonstrate that the imposed requirements have been pursued in order to fulfill them, when observing at the municipal level the insertion of data relating to the presence of students, school transport, number of students and several others information relating to curriculum development. At the state level, control takes place through the validation of teacher planning, attendance, evaluation instruments and specific programs through which the State acts on public servants in their tasks. It is no different in teaching work.

In view of such changes, the question was defined: how does teaching work take place in the management state in the public municipal and state education systems of Jataí? It is noteworthy that these transformations promoted by the managerial State intensified and proletarianized teaching work. Thus, to better explain the subject, a qualitative approach was used, whose basic reference was historical-dialectical materialism for the analysis of the reality experienced.

### **Characterization of municipal and state public institutions in Jataí**

To carry out the investigation, municipal and state institutions from the public system of Jataí – Goiás were chosen. Eight schools were selected, four of which were municipal - two in the urban perimeter and two in the rural perimeter - and four state schools - two in the urban perimeter and two in the rural perimeter. The selection criteria for such institutions was based on geographic location for urban municipal schools, and when choosing urban state institutions, the highest and lowest performance in the Basic Education Development Index (Ideb) was taken

into account. Both among municipal schools and among urban state schools, one institution was selected in the central region and another in the peripheral region of the city.

As a selection criterion for rural municipal schools, we chose those that have an extension of the state network operating in the same space. The choice of the rural state institution was made considering its operation in municipal public buildings in rural areas, one being located in a district and the other on a farm in the region. Teachers, managers and pedagogical coordinators linked to the systems as permanent or temporary teachers participated in the research. The institutions comprising this study were identified by the following nomenclatures: EMEFU 1 and 2 <sup>i</sup>; EMEFR 1 and 2 <sup>ii</sup>; CEEFU 1 and 2 <sup>iii</sup>; CEEFR 1 and 2 <sup>iv</sup>.

### **Municipal institutions**

Municipal institutions present in urban and rural areas operate in the morning and afternoon shifts. The municipal urban elementary school (EMEFU 1) offers kindergarten I and II in the initial stages and in the initial years from the 1st to the 5th year, serving around 672 students. The school has fourteen classrooms, four adapted into a library, laboratory and video room. The institution does not have a sports court and its courtyard does not sufficiently accommodate the total number of students served, it is located in one of the peripheral regions of the city.

The urban municipal elementary school (EMEFU 2), serves a total of 482 students and offers the community Early Childhood Education in the stages of Kindergarten II and Elementary Education from the 1st to the 5th year, it also has ten classrooms with good physical structure, being located in the central region of the city.

Located in a village, the municipal rural elementary school (EMEFR 1) serves 100 students in the morning, offering, in the children's stages, kindergarten I and II, in addition to grades 1 to 5. The school has ten classrooms, a sports court and a library, both with good facilities. In this unit, there is the extension of the state college (CEEFR 1).

The municipal Rural Elementary School (EMFEFR 2) located in a village in the rural area has seventeen rooms, all with good structure containing: library, computer laboratory, multi-sports court and large rooms. It serves a total of sixty-nine students, offering Early Childhood Education, in the kindergarten I and II stages, and Elementary Education in the initial years of 1st to 5th year, serving 69 students in the morning.

Schools located in rural areas have a simple school community, the vast majority of which are children of rural workers. In general, schools have a basic structure for their operation, although there are cases of need for improvements in these public buildings.

### **State institutions**

In schools belonging to the state network, it was decided to conduct the study in four institutions divided into two urban and two rural, the latter being extensions of urban schools, operating in rural municipal buildings. These institutions offer the population classes from the 6th to the 9th of Elementary School II and High School.

The State College of Urban Elementary Education (CEEFU 1) located in the peripheral area serves 640 students distributed in morning and afternoon shifts, where Elementary Education II from the 6th to the 9th year and high school are offered. The building has ten classrooms, both with air conditioning, a sports court, library and computer rooms. This school has an extension to the EMEFR 1 school, is located in one of the villages in the municipality and serves a total of 99 students, offering Elementary School II from the 6th to the 9th year and the High School series.

The Colégio Estadual de Ensino Fundamental Urbano (CEEFU 2) serves 542 students in the morning and afternoon shifts, Elementary School II from the 6th to the 9th year and the High School series, and has five classrooms, library, information laboratory and multi-sports court, and is located in the central part of the city. This institution has an extension at the EMEFR 2 school and serves 56 students in the morning, divided between Elementary School II from the 6th to the 9th year and the High School series.

By characterizing the institutions selected to make up the study, the aim was to bring the reader even superficially closer to the profile of each school, highlighting the distribution both in the central and peripheral urban regions and even in rural areas, in order to demonstrate the reality of each location, making it possible to identify the performance of the managerial State in relation to the capacity for social investments in public policies, since it imposes the search for efficiency and effectiveness in the provision of services.

### **Managerialist state and teaching work**

To achieve the proposed objectives, the reform used the argument that the State had lost its capacity to provide services consistent with the public interest, in terms of its ability to manage, stating to society that it was inefficient in terms of providing services.

The New Public Management resulting from the State Reform was defended under one of the main arguments, that the modernized State would provide a better response to service demands, in addition to becoming more economical. In other words, it would produce more with less. This response would be accompanied by efficiency and effectiveness. Bresser Pereira (2000, p. 12, our translation), with the reform already underway, when analyzing aspects of it, observed:

Every State reform implies institutional reform, which causes substantive changes in the legal and organizational structure and public policies. State reforms that substantially change the way the State apparatus functions deserve to be called administrative reforms.

These reforms affected the field of education as it falls within the field of public administration. Consequently, teaching work begins to be profoundly changed in the face of the managerial State that assumes a supervisory and regulatory role, whose strategy is to coordinate competitive development processes to achieve the interests of the dominant classes (MAUÉS, 2005, p. 1).

Understanding the State as a representative and articulator of private interests, the managerialist State begins to guarantee more power to the private sector, which will influence policies and definitions of planning, direction and forms of evaluation of education and, also, teaching work. In this sense, for Marx and Engels, it is clear that the State will always respond to capitalist whims and interests and:

As the State is the form in which individuals of a dominant class assert their common interests and which synthesizes the entire civil society of an era, it follows that all collective institutions are mediated by the State and acquire a political form through it. Hence the illusion, as if the law was based on the will and, even more, on the will separated from its real basis [realen], on free will. In the same way, the right is reduced again to law (MARX; ENGELS, 2007, p. 76, our translation).

The capitalist State acts as an instrument of domination of one class over others, with veiled protection of private property, with the guarantee of productive means through the exploitation of the working class, its rights being usurped, which has witnessed several changes and reforms in Brazilian education in the federal, state and municipal spheres that, in speech and documents, would provide quality to education and appreciation of teachers. It is the speech that creates false consciousness.

In this context, the role of the State was redefined, dealing economically in relation to its services provided, implying profound changes in the way of work in all sectors. The State

starts to streamline the machine, removing responsibility as much as possible, and imposing individual responsibility on each public entity. Schools, and teachers in them, begin to experience a new reality regarding the provision of services. Bresser Pereira (2001, p. 25-26, our translation) highlights some aspects of this change, stating that:

This form of ownership guarantees social and scientific services that are more efficient than those provided directly by the State, and more reliable than those provided by private companies that aim for profit rather than the public interest. It is more reliable than private companies because, in areas as delicate as education and health, the pursuit of profit is very dangerous. It is more efficient than that of state organizations, because it can dispense with rigid bureaucratic controls, as the activities involved are generally competitive activities, which can be controlled by results with relative ease.

Based on this, it was found that education services whose provision was the sole responsibility of the State were no longer the case, with the State being responsible for contracting services from the private sector, such as: management systems, software, assessment models, management systems, monitor the offer and control the results. In this context, changes were made in the forms of organization and management of the school and teaching work; deregulation of social relations of production; combating trade union organization; outsourcing of the workforce and increase in informal work, transformations in the server's relationship with their work, and the server now has super-increased goals and expanded objectives to be achieved, without, however, having their salary increased (SAVIANI, 2007).

Still under the impositions of the managerialist State, the school began to prioritize the production of agents aiming to promote a worker capable of the new forms of capitalism, thus the autonomy of the school was limited, meeting the interests of the exploiters of the workforce, that is, the school began to depend on the economy and the market, integrating itself into the world of production.

Arroyo (2003) highlights that teachers no longer have control over their work and qualifications, and making decisions regarding educational practices are not their responsibility, but those of other educational bodies. The teacher is dispossessed of his knowledge, becoming a production machine, with the purpose of serving the managing State, which has no interest in the quality of teaching.

For Marx (2013), the mode of production of the managing State under the influence of capitalism reveals the logic with which the system operates and the complexity of its reproduction. Following this aspect, it is observed that,



In the work process, therefore, man's activity, with the help of the means of work, transforms the object of work according to a purpose conceived from the beginning. The process ends in the product. Its product is a use value, a natural material adapted to human needs by modifying its shape. The work became part of its object. It is objectified, and the object is worked on. What on the worker's side appeared in the form of movement, now manifests itself, on the product's side, as an immobile quality, in the form of being. He spun, and the product is a thread [Gespinst] (MARX, 2013, p. 330-331, our translation).

According to this logic, teaching work becomes the center of analysis taking into account the relationship between the managerialist State and the development of skills, competencies and behavior within municipal and state public systems. Marx (2007) considers alienation to be the fact that man generates wealth through his exploitation, because he does not have the means of production, but, in contrast, sells his labor to those who have the means of capitalist production. This situation generates added value for the owners of capital, considering work as productive, whereas, if higher performance is required and it does not produce use value, their effort is considered unproductive work with low value for capitalism. Thus, teaching work was no longer focused on the humanization process, becoming discredited. Work was expanded, labor force overexploited and the value of work devalued

For Garcia, Hypólito and Vieira (2005) the perspective of teachers goes beyond the classroom to reach the broader social context of education. In other words, priority needs to be determined by social demand and not by the interests of the bourgeois class. This reform, however, presents clear traces of the economic interests and power of the ruling class. In the same vein, Maués (2005, p.1, our translation) highlights:

These reforms highlighted the need to adapt the service to the new professional demands arising from technological innovations and the consequent change in the world of work, bearing in mind within this reform that education is classified as a service that is not exclusive to the State.

In this way, it becomes a managing, evaluating, regulating and service provider State, being merely a provider of services to the citizen, who becomes seen as a customer. It is evident that the managerial model is a model that seeks to be more flexible in some aspects, decentralizing decisions, decentralizing actions that can experience a certain degree of autonomy between federated entities. However, it concentrates decision-making power on controls and evaluations, fundamental elements for verifying principles of efficiency and effectiveness.

## Analysis and discussion

The research sought to discuss and analyze teaching work under the influence of the managerial State in public educational institutions in Jataí – Goiás, through the questionnaire made available by Google Forms, sent to teachers, managers and municipal and state coordinators of the schools chosen in the municipality. Through exploratory research, the data collected was interpreted, from a comparative perspective, between the municipal and state networks, in the urban and rural regions of the municipality.

Instructions regarding the questionnaire were sent to the participating institutions, and the objective of the research was explained. The electronic form consisted of twelve (12) open questions. Teacher feedback took place between November 2020 and January 2021.

The data collected was analyzed based on the theoretical framework of historical-dialectical materialism. We sought to bring teachers' understanding of their work, highlighting materiality, aiming to identify the challenges imposed on teachers. The participants in this research were identified by their names, for the municipal network PMU<sup>v</sup>; PMR<sup>vi</sup>; CMU<sup>vii</sup>; GMU<sup>viii</sup>; GMR<sup>ix</sup>, for the state PEU network<sup>x</sup>; PER<sup>xi</sup>; CER<sup>xii</sup>; GEU<sup>xiii</sup>, a total of thirty-seven (37) teachers, five (5) managers and two (2) coordinators, the vast majority of whom were professionals from the urban state network with temporary work arrangements, responded to the questionnaire.

Participants were asked about the biggest challenges they currently face in their role. The teachers, when reporting on working conditions, made it clear that the State intensified work even further during this period, even though it appeared that it did not. Teachers' perception of the devaluation of teaching, proletarianization and the commodification of education is clear. *“Lack of servers, lack of specific spaces at school that influence the child's learning, lack of interest from parents”*. (GMU1). Along these lines, GMU2 highlights: *“few resources and lack of professionals for each role”*. In turn, CMU1 emphasizes *“the high turnover of teachers”*, indicating routine changes that greatly disrupt collective work and overload more experienced teachers at the institution. Now, such observations sound like a denunciation that the movement that occurs within the systems results from factors produced by the New Public Management of the Managerial State, mainly work overload and lack of servers. In the name of the economy, the State cuts resources, directly affecting teaching work and, consequently, learning.

When asked if they have observed changes in the teaching career in a recent period, based on the answers given, it appears that there have been major changes in the municipal

system and the state system since the beginning of the teaching of the responding teachers, that is, the Management State has been constantly making changes, without concern for the development of quality improvement projects in schools that require collaborative actions and collective experiences. This fact can be confirmed in the speech of participant GMR1, highlighting that there were “*more demands from the government.*”. Read: more work, more responsibilities for each person, intensifying the work. According to PEU5, it is possible to think “*that the teacher nowadays has many responsibilities that go beyond leading learning*”.

Other teachers point out that teachers currently have “*a double workload to guarantee a better salary.*” (PMU5). Regarding this observation, it is necessary to consider that in the managing State, teachers need to work even in two schools in one shift, working two or three hours in one shift and another two hours in another school, repeating the “run-and-run” in the shift reverse. Some work in the municipality and the State. For GEU1, “*devaluation of education*” is occurring. On the other hand, GMR1 assures that there are “*more demands from the government.*”. With this, the model imposed on current teaching work becomes evident. According to Oliveira (2006), “we can observe the intensification of teaching work resulting from the extension of the working day and the considerable increase in responsibilities that teachers had with the most recent reforms.”

Due to the volume of activities, there was an extrapolation in the working day, in which there was an accumulation of tasks that require professionals to carry out activities at home, especially on weekends, in addition to class planning. Thus, teachers, coordinators and managers perform functions beyond those already customary. This has implications for the lives of many, generating “*accumulation of functions, due to the lack of professionals to occupy these functions.*” (GMU1). PMU1, in turn, highlights that “*a lot of bureaucratic functions such as controlling frequency in the platform system, filling out diaries*” was imposed on teachers. PMR3 is of the opinion that “*as in any public school, we began to be supportive, as we began to understand that emotional, family and health issues influence the desire to study*”.

Demonstrating deep alienation, the following opinion seems to be representative of many voices “*I don't think I perform any function that brings me harm! I am committed to my work*” (PEU17). PER3 emphasizes: “*nothing you do for the student to learn, strategies, are extra [work] or overload. It's learning.*” In general, greater criticism was reported by municipal teachers, regardless of whether they were located in urban or rural areas. In the state network, the positioning considers the non-existence of excess, conformism and alienation in accordance with the concept of Marx (2013), since the majority of state

employees state that no extra work hinders the teaching relationship in the form of State reform in progress.

When asked whether there would be rigidity and demands regarding the development of work under managerialist control, the respondents stated: “*the demands are becoming greater and the support is becoming less and less.*” (PEU10). According to PEU19, there is “*excessive demands in relation to student learning, assessments, new ways of teaching*”. PEU 11 highlights that “*charges are increasing every year.*” Although they do not specify the type of charge, it is possible to infer, from the previous observations, that in general there was an increase in work, without due salary compensation or any advantage for the teacher. Some observations concern evaluation systems, registration software, and management programs. PMR1, for example, specifies that “*in a way there is more pressure on the results of external evaluations.*”; “*In some periods, where we often do not have the autonomy to execute the plans, we are left with only external assessments and other projects.*” (PER7). Among the aspects reported, some professionals mentioned the use of Information and Communication Technologies (ICTs) as a challenge, when forced to adapt their classes to remote teaching methods, according to unilaterally defined formats, without teachers being able to give their opinion. Freitas *et al.* (2011) ensure that managerialism, an evaluative State model or results-based governance, values effectiveness dissociated from its ends. In other words, what matters is the use of technology, the rest is luck in learning.

The devaluation of workers is notorious and in relation to remuneration, the degree of dissatisfaction among employees can be seen. Regarding monthly income, municipal and state teachers were very dissatisfied. “*The coordination salary is much lower. And it’s work, practically the same as the classroom.*” (CMU1). As for GMR1, “*due to so many extra activities, [the salary] should be better*”. PER1 states: “*compared to my level of improvement and the workload, I am not satisfied*”. PEU10 remembers that “*it’s a lot of work for insufficient pay. The State of Goiás does not even pay the minimum salary.*”. The dissatisfaction of teachers, mainly in the state network, is due to changes in salaries and a reduction in the percentage of teacher bonuses, even though some have masters and/or doctors. The verticality implemented by the reform was one of the controversial points that were not considered by the reformers.

In this regard, in relation to the time that needs to be dedicated to continuing education, family leisure or class preparation, some teachers responded positively. GMU2: “*the situation is sometimes turbulent, but I have managed to adapt to reality*”. CMU1 highlights that, “*as far as possible, yes.*” Other participants responded: “*No way! It’s been a while since I’ve been*

able to write an article or study.” (PMU1). PMR2 also highlights: “time is very busy! It turns out that sometimes we deprive ourselves of some things, due to lack of time”. PMR3, on the other hand, doesn’t even seem to understand the situation well: “as far as possible and necessary”. He seems to be able to set aside some time to invest in his continued training, even with limited time. In the current educational model, required by the managerial State, teachers need to have balance to be able to invest in their continued training. It is much more difficult to find time for family leisure and rest.

Other teachers recalled that there are other issues that involve teaching work, such as “lack of teaching resources, infrastructure” (PER7); “few technological resources” (PER9). “There are still few investments, at school, for example, there are no We have a good library, no indoor court, no computer lab”, highlights PMR1. PER8 emphasizes that “online classes are tiring”, referring to the time of the Covid-19 pandemic.

Faced with so many elements impeding quality work, with quality of life, personal fulfillment and teaching appreciation, resulting from the managerialist State's management mode, there is still a reality that can be considered unusual, such as that observed by PER 1: “The I renovated the room in which I teach”. Other teachers report a lack of resources, choosing to use their own resources or resources donated by students, due to the lack of support material. Working towards goals was considered positive for CMU1, who said: “everything has to have an objective so that we can move forward”. In the same line of thought, GMU2 notes: “the work must be carried out, in accordance with the guidelines of various bodies. BNCC, SME, are examples”; “I think that having goals and objectives makes us stay at work and always look for improvements.” (PMU5). On the contrary, for PMR3: “the goals are for the government, advertising, sponsors, but they are not the direction of my work”. Collaborating with this reasoning, PER7 says that “the goals must be in accordance with the reality of the school. For example, rural areas are another reality”. The positive opinions seem to express the process of co-optation of the education professional by the managerialist State.

The managerial State promotes individual responsibility and demands intense accountability from professionals. Ball (2001, p. 109, our translation) observes in this regard:

The spectrum and complexity of these reforms are impressive. They “sew together” a set of technological policies that relate markets with management, with performativity and with transformations in the nature of the State itself. It is important to say that seeing these reform processes as simply a deregulation strategy is misinterpreting them.

These controls make clear the commodification of education, and constitute mechanisms of control and submission. When asked whether the participants knew what the managerialist State was about, no answers were obtained, as the criterion was whether or not they could answer all the questions. Due to this, it is believed that it is essential to break the unified molds, so that teachers can regain their autonomy in the educational process and stop living with the instability and precariousness of work.

From this perspective, Marx summarizes that:

The work process, as we have explained in its simple and abstract moments, is an activity oriented towards an end – the production of use values –, appropriation of the natural element to satisfy human needs, a universal condition of the metabolism between man and nature, perpetual natural condition of human life and, therefore, independent of any particular form of this life, or rather, common to all its social forms (MARX, 2013, p. 335, our translation).

Therefore, work is the instrument through which man transforms nature, seeking to meet his needs and constituting himself historically. It is through work that establishes social relations of production (MARX, 2013). Based on the analyses, it can be inferred that there are many challenges posed to teachers in the municipal and state public systems of Jataí – Goiás, under the managerialist State and that the established priority is to serve capitalism and not the worker. On the contrary, the intensification of work, expanded worker control and demands for results become something naturalized in New Public Management.

### **Final remarks**

The objective of the text was to analyze teaching work in the context of the Managerial State in the municipal and state public systems of Jataí – Goiás. Throughout the text we focus on this fundamental issue, since we did not find research on this specific object.

Having developed the specific objectives, we found that, although they understand the condition of alienation, teachers find themselves forced to act in any way, under the control of the managerialist State. When drawing a parallel between the reality of work in urban and rural areas under the management of both the State and the municipality, a variety of opinions were found about the dynamics of work in this context. However, greater criticality regarding working conditions and their forms were reported by permanent municipal employees, while among state employees there was less critical positioning regarding the New Public Management since the majority of its components were made up of temporary employees who felt coerced into non-critical and merely technical work.

In the general context, strong and systematic demands on education staff by the government were observed, which fundamentally seeks technical and economic results, to the detriment of results linked to better student learning. Furthermore, it is necessary to note that the physical structure is precarious in many cases, as well as there is a marked limitation of servers, lack of financial resources and teaching materials.

Furthermore, it is evident that the managerialist State substantially reduces the role of the teacher, making the teacher a task executor, hiring temporary professionals, with lower salaries and in conditions of super-exploitation of the workforce. The intense devaluation of teaching, the proletarianization and commodification of work in the municipal and state public systems of Jataí – Goiás, in urban and rural areas, is notorious, mirroring a large part of the Brazilian reality. And this manifests itself in the determination of new tasks, in very unfavorable objective conditions.

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