

THE DIFFICULTIES IN THE SCHOOL ROUTINE OF TEACHERS IN THE STATE OF CEARÁ IN THE PROCESS OF RETURNING TO THE FACE-TO-FACE MODEL

AS DIFICULDADES NO COTIDIANO ESCOLAR DOS PROFESSORES DO ESTADO DO CEARÁ NO PROCESSO DE RETORNO AO MODELO PRESENCIAL

LAS DIFICULTADES EN LA RUTINA ESCOLAR DE LOS MAESTROS EN EL ESTADO DE CEARÁ EN EL PROCESO DE VOLVER AL MODELO PRESENCIAL

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ABSTRACT: The Government of Ceará released the realization of face-to-face classes, in Basic Education, for all municipalities in Ceará. The aim of this research is to shed light on the stressors that fuel teacher burnout in order to help, support and empower teachers to face the upcoming challenges of the pandemic. The mental health indicators of teachers in the state of Ceará will be evaluated in order to help understand the effects of confinement and social isolation, teachers' difficulties in school routine and work capacity during the process of gradual return to the work environment. Teachers from kindergarten to higher education, from public and private spheres, were invited to participate in the research. The study of the professional burnout syndrome in organizational environments was shown to be at average levels, thus linking the alert of the need for attention on the part of managers with the consequences that Burnout has for teachers.

KEYWORDS: Teachers. Burnout syndrome. Education.

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RESUMO: O Governo do Ceará liberou a realização das aulas presenciais, na Educação Básica, para todos os municípios cearenses. O objetivo dessa pesquisa lançar luz sobre os estressores que fomentam o esgotamento docente, a fim de ajudar, apoiar e capacitar os professores para enfrentar os próximos desafios da pandemia. Será avaliado os indicadores de saúde mental dos professores do estado do Ceará visando auxiliar na compreensão dos efeitos do confinamento e do isolamento social, das dificuldades docentes no cotidiano escolar e na capacidade de trabalho durante o processo de retorno gradual ao ambiente de trabalho. Foram convocados a participar da pesquisa professores da educação infantil ao ensino superior, das esferas públicas e privada. O estudo da síndrome do esgotamento profissional nos ambientes organizacionais mostrou-se em patamares médios, ligando assim o alerta da necessidade de atenção por parte dos gestores com as consequências que o Burnout aos professores.

PALAVRAS-CHAVE: Docentes. Burnout. Educação.

RESUMEN: El Gobierno de Ceará lanzó la realización de clases presenciales, en Educación Básica, para todos los municipios de Ceará. El objetivo de esta investigación es arrojar luz sobre los factores estresantes que alimentan el agotamiento de los docentes para ayudar, apoyar y empoderar a los docentes para enfrentar los próximos desafíos de la pandemia. Se evaluarán los indicadores de salud mental de los docentes del estado de Ceará para ayudar a comprender los efectos del encierro y el aislamiento social, las dificultades de los docentes en el cotidiano escolar y en la capacidad de trabajo durante el proceso de retorno gradual al ambiente laboral. Fueron invitados a participar de la investigación docentes desde el jardín de infancia hasta la enseñanza superior, de los ámbitos público y privado. El estudio del síndrome de burnout profesional en ambientes organizacionales se mostró en niveles medios, vinculando así la alerta de la necesidad de atención por parte de los directivos con las consecuencias que tiene el Burnout para los docentes.

PALABRAS-CLAVE: Profesores. Burnout. Educación.

Introduction

The Government of Ceará has released the realization of face-to-face classes, at any level of education, for all municipalities in Ceará. However, to try to ensure a stable epidemiological picture, the State also released the new sectoral protocol of Education (SESA-CE, 2022), which establishes guidelines for the functioning of schools in the face of the Covid-19 pandemic. Despite the apparent tranquility for the opening of schools, the environment is not positive, because in mid-December 2021, with the introduction and, therefore, dominance of the new Omicron variant, began the third epidemic wave in Fortaleza. Especially in the first three weeks of 2022, there is an exponential progression in the number of daily cases so far unheard of. Unlike previous waves, the increase was "explosive", as has been reported in several regions where Omicron is established.

The Organization for Economic Cooperation and Development (OECD) (2021) shows that the COVID-19 pandemic has had severe impacts on public health, as well as on people's living conditions in most countries. While the pandemic follows its course, there is a need for different government bodies, civil society entities and professionals from different occupations to provide health care, safety and resources necessary to reduce the speed of dissemination of the disease and mitigate its results in people's health. The measures of social isolation and mobility restriction promoted the acceleration of changes in work routines through computerization and digitization of processes and procedures and in increasing the provision of online services, especially in the field of education, administrative activities, logistics and sales.

In the midst of this social dynamic, measures were implemented that completely interrupted or strongly limited the gathering of people in public places and the functioning of educational entities. The duration of these measures, promoted extensively, reflected in the social and work interactions, in the employability and economic support of people, as well as compromised the activities of schools, universities and other vocational training centers (BARROS-DELBEN *et al.*, 2020). From the point of view of mental health, there is an exacerbation of symptoms of mood disorders, especially anxiety, depression, in addition to panic episodes, acute and post-traumatic stress, not only among professionals, but in the general population (DELLAZZANA-ZANON *et al.*, 2020; TEMSAH *et al.*, 2020).

Returning to work during the COVID-19 pandemic is a constant social pressure for many workers and companies, including in the education sector. In this sense, in addition to preparing the work environment, by having standards of protection and hygiene care, it is important to investigate the degree of vulnerability of workers in terms of mental health (SOMINSKY *et al.*, 2020).

According to Răducu and Stănculescu (2022), at this very difficult time for people around the world, teachers are one of the most challenged groups of workers, as they have been forced to adapt in a short time to new forms of work that include social distancing in the classroom, hybrid teaching and virtual instructions. Thus, for Silva and Feitosa (2022), the social distancing caused by the pandemic required new educational configurations, resulting in increased levels of anxiety, communication difficulties and lack of administrative support. All these new stressors close to burnout added to the fear generated by COVID-19, which almost everyone experienced. These new demands were added to the workloads already full of teachers, who even before COVID-19 already affected the exhaustion and anxiety of teachers

(PRESSLEY, 2021). With all the new demands teachers faced when returning to classrooms during the COVID-19 pandemic, they also faced the possibility of new anxieties and stressors.

Previous research has found that exhaustion and teacher shortages have affected the student's motivation and academic success, according to Shen *et al.* (2015) and Sutcher *et al.* (2019). With the challenges teachers are facing during the COVID-19 pandemic, it is vital to understand how new challenges can influence teacher depletion. A report for the United Nations Educational, Science and Culture Organization (UNESCO), according to Holmes *et al.* (2020) emphasized the importance of studying the psychological effects of the pandemic in the most challenged workers so that the acquired knowledge can be applied to prevent and alleviate the difficulties encountered by them in other future outbreaks predicted. In addition, continuous research can lead to more generalized findings about the impact of COVID-19 on teacher satisfaction, efficacy and exhaustion.

In this sense, our goal is to respond to this call by shedding light on the stressors that contribute to teacher exhaustion, in order to help support and empower teachers to face the next challenges of the pandemic. The mental health indicators of teachers in the state of Ceará will be evaluated in order to assist in understanding the effects of confinement and social isolation, of teacher difficulties in school daily life, and in the work capacity during the process of gradual return to the work environment. Teachers from early childhood education to higher education, from public and private spheres, were invited to participate in the research.

Theoretical path

Stress has a different meaning for different people in different conditions. The first more general definition of stress was the proposal of Hans Selye (1926, BAQUTAYAN; ABD GHAFAR; GUL, 2017), where the researcher points out that stress is the body's nonspecific response to any personal demand. Hans Hugo Bruno Selye, also known as the "father of stress," noted that patients with a variety of diseases had many of the same "unspecified" symptoms that were the common response to stimuli experienced by the body.

Stress involves a stressor and a stress response. The impending or perceived stimulus that initiates the stress response is called a stressor. The stress response is controlled by the autonomic nervous system. The brain works consciously and unconsciously, the activity of the unconscious brain varies between being relaxed when we sleep and tense when we meet or anticipate a challenge or a threat. When the brain works well, the change between states happens in seconds when needed, as an unexpected event when driving a car: brain resilience is normal

and the brain reacts to the challenge with an adaptive and transient response to stress that is constructive and increases performance. This is positive stress and is called transient or acute stress. Then, the relaxed state of homeostasis is restored (MCEWEN; AKIL, 2020).

If a person is under a very high stress load for a very long period, the unconscious brain loses resilience similar to mechanical spring. This leads to dysfunction of the adaptive response to transient stress – and a variety of physical, mental, emotional, psychological and social dysfunctions. This reduces overall performance and can negatively affect health. In this situation, stress has become negative and destructive and is called persistent or chronic stress. If autonomic dysfunction persists, it can lead to diseases such as depression, anxiety, Posttraumatic Stress Syndrome, hypertension, chronic pain, reduced fertility, diabetes, heart disease and/or stroke (BRUDEY *et al*, 2015).

Stress is part of human existence, whose meaning is synonymous with "pressure", "tension" or "insistence", is how we react physically and emotionally to changes. His study currently demonstrates the need for preventive measures and excessive stress control, especially in teachers, whether by collective or individual work within the school. The individual's relationships with his/her work end up influencing the lives of professionals generating a new lifestyle. Stress and depression have been considered by Brazilian legislation since 1999 as an occupational disease, and group V of the ICD-10 is included among mental and work-related disorders, according to the Social Security Regulations (BRASIL, 1999).

Although they have many similarities, especially with regard to symptoms, it is necessary to understand the very important differences between stress and Burnout. In Burnout syndrome being in the environment alone, it already causes anxiety and deep exhaustion that leads most patients to have a crisis. The picture of Burnout syndrome arrives in stages: first, the patient has a drastic drop in performance and doubts his own abilities, which leads him to feel extremely unmotivated. Then, aggressiveness takes over, which contributes to the release of hormones in attacks of anger, such as cortisol, produced in the adrenal. This biochemical process contributes to increased risk of diabetes, heart diseases, autoimmune diseases, panic attacks and depression. Finally, total exhaustion arrives (SALVAGIONI *et al.*, 2017).

Burnout syndrome, or professional exhaustion syndrome, is a severe psychological disorder that appears in response to chronic emotional and interpersonal stressors arising from work. The degree of commitment of a worker due to the syndrome can be evaluated by several measurement scales, the most prominent and representative ness of the MBI (GS) – Maslach Burnout Inventory – and its variations. This scale was developed in the early 1980s by Maslach

et al. (1997), which were based on a three-factor model to measure emotional exhaustion (feeling of being overwhelmed and emotionally and physically exhausted), cynicism (understood as the interpersonal dimension, presents itself as a negative and insensitive response to various aspects of work) and personal fulfillment (self-assessment that brings feelings of incompetence and lack of accomplishment and productivity at work).

In the sense of the word, Cynicism derives from the Greek term *Kynismós*, which is a philosophical system and doctrine of cynics. In a figurative sense cynicism has a pejorative connotation and designates an acute and scathing man who does not respect the feelings and values defined or as social conventions.

According to Cardoso (2017), each phase of the career consists of a path constructed through experiences, where the teacher develops exerting influence on the environment in which he operates and being at the same time influenced by him. This movement is marked by steps that present specific characteristics, according to spaces, times and working conditions. This process of construction of the teaching career considers the challenges and demands of society and also the specificities that mark the teaching segment in which the teacher operates, the school's infrastructure (physical structure, number of students per class, teaching resources, etc.), relationship with their peers and with students. For some teachers, this route can happen in a quiet way while for others it can present itself as a moment marked by tensions, doubts, anxieties, fears, dilemmas thus revealing itself as a complex process.

According to Huberman (2000), throughout the teaching professional trajectory, teachers experience the "Teaching Professional Life Cycle" organized in phases that express how the teacher's insertion in the career is, their fears, doubts, anxieties and their questions that mark this stage. The course of this cycle is marked by phases that show the distance between the ideas and the realities that arise, the feeling of liberation and belonging, feeling of routine and high motivation. And the end of this cycle is marked by feelings such as serenity, conformism and less sensitivity to the evaluation of others.

It also emphasizes that there is no linearity between the stages and that they are not static; thus, teachers can express, at the same time, characteristics of different stages, because the time and the way each one experiences these steps are influenced by different factors. Thus, one cannot "frame" all teachers of a given service time in the same stage. It is also necessary to consider the uniqueness that is brought by each teacher in his sociocultural background and the influences that the environment of his work exerts on him.

Huberman (2000) points out that it is difficult to study the teaching professional life cycle with the intention of extracting type profiles, sequences and phases, because integrating individuals who seem to share common traits into the same group is a risky task, since it is necessary to consider differences in social media.

For that author, the stage of entry into the career or the phase of groping corresponds to the first three years of teaching. This phase is characterized by "survival" and "discovery". "Survival" relates to

[...] the constant groping, the concern for oneself, the distance between the ideals and the everyday realities of the classroom, the fragmentation of work, the difficulty in simultaneously facing the pedagogical relationship and the transmission of knowledge, the oscillation between relationships too intimate and too distant, difficulties with students who create problems, with inadequate didactic material, etc. (HUBERMAN, 2000, p. 39, our translation).

The aspect of "discovery" is related to the enthusiasm of the teacher in the face of the novelties that are being unveiled every day in his profession and that are tied to the experience of feeling responsible for a class or for feeling like a member of a group. The author also points out that these two aspects can be lived in parallel, and the discovery allows to support the aspect of survival.

The stabilization phase corresponds to the period between 4 and 6 years of career, characterized by the definitive commitment in teaching and also as a phase of taking responsibility.

The diversification phase and the questioning phase occur in the same period, which is between 7 and 25 years of career. However, the first is marked by the breakdown of pedagogical rigidity (when the teacher begins to experiment) while the second is characterized by doubts about the career and the profession.

In the period between 25 and 35 years of career, there is the phase of serenity and affective distancing, identified by characteristics that meet the name that defines it. In the same period, the phase of conservatism is also observed, marked by the distancing of the lamentations towards the profession. Finally, the phase of disinvestment, which occurs between 35 and 40 years of teaching, when teachers move away from the profession and dedicate their time more to themselves.

According to Cardoso (2017) in Brazil, the disinvestment phase has occurred much earlier. Poor working conditions, such as low salaries, double and even triple working hours, lack of material resources in schools, poor infrastructure, high number of students per class, are

some of the elements that contribute to teachers not invest in career. In addition, many teachers, because they do not find in this profession the return they craved, give up early in their careers.

The characteristics pointed out by Huberman (2000) in each phase of the professional life cycle help us to understand the actions of teachers in their formative processes and to think that, at each stage, we must consider the particularities, feelings, dilemmas and challenges they are experiencing. The author emphasizes that there are no universal sequences, because their development is related to social conditions and the historical period; and yet each stage prepares the following, but without determining the order of the phase that will come in the sequence.

Returning to the initial definition: Stress has a different meaning for different people in different conditions, and considering that the teaching career is a relational trajectory, historically marked, contextually experienced and constructed, it is necessary in this evaluation to differentiate the target teachers in relation to the different phases of the teaching career. Thus, considering the premises described above, we are faced with the following problematic question that is the guide of the study: What are the perceptions of teachers in the educational network of the state of Ceará, about their pedagogical difficulties in school daily life? What is the effect of the pandemic and the face-to-face return on teachers' mental health?

Methodology

We characterize the research as qualitative exploratory type, using as a research instrument a form of "Google Forms", applied via *WhatsApp*, composed of two instruments: a) demographic and socio-occupational questionnaire; and b) MBI-GS scale (*Maslach Burnout Inventory*) and its three dimensions (exhaustion, cynicism and work effectiveness). The interpretation of the collected information was performed through statistical programs (*Excel* and *SPSS*) and content analysis. The questionnaires were sent to the research groups of the responsible researchers, in the four work networks (Federal, State, Municipal and Private), and representing the scope of teaching modalities, from early childhood education to higher education. In total, we received the return of 93 forms and that after content analysis, 11 were discarded due to the low rate of answers to the questionnaire, thus leaving 82 complete forms.

At the beginning of the form, the free and informed consent form was presented, where the research participant agrees freely and spontaneously to participate in the research. The last item asked was the main causes of your work fatigue? In the socio-occupational questionnaire, information was requested about age group, gender, educational level, work network, modality of activity, position and time of work in the educational sector. In the question of the time of

work in the school/university, the characteristic age groups, pointed out by Huberman (2000), were used in each phase of the professional life cycle, according to Chart 1.

Table 1 - Synthesis model

Anos da carreira	Fases / Temas da Carreira
1 a 3	Entrada
4 a 6	Estabilizacao, consolidacao do repertorio teorico
7 a 25	Diversificacao, ativo Questionamento
25 a 35	Serenidade, Distanciamento afetivo Conservantismo
35 a 40	Desinvestimento (sereno ou amargo)

Source: Michael Huberman (2000)

The data collection instrument, *the Maslach Burnout Inventory – General Survey* (MBI-GS), is the instrument used to measure Burnout in virtually all occupational work contexts (MASLACH; SCHAUFELI; LEITER, 2001), having been validated for the Brazilian reality by Schuster *et al.*, (2015). As already mentioned, the MBI-GS is composed of three dimensions: Emotional Exhaustion (EE), with six variables, Cynicism (IC), with four variables, and Work Effectiveness (TS), with six variables; it is also composed of a Likert scale of 7 points (zero to six), which ranges from never to every day. The 16 variables of the scale were adapted to the Portuguese by Tamoyo (2009, p. 75, apud FERREIRA, 2011), according to Chart 2.

Table 2 - Variables by Burnout Factor MBI-GS

Código	Variáveis
EE1	Sinto-me emocionalmente esgotado com o meu trabalho
EE2	Sinto-me esgotado no final de um dia de trabalho
EE3	Sinto-me cansado quando me levanto pela manhã e preciso encarar outro dia de trabalho
EE4	Trabalhar o dia todo é realmente motivo de tensão para mim
EE5	Sinto-me acabado por causa do meu trabalho
EE6	Só desejo fazer meu trabalho e não ser incomodado
CI1	Sou menos interessado no meu trabalho desde que assumi essa função
CI2	Sou menos entusiasmado com o meu trabalho
CI3	Sou mais descrente da contribuição de meu trabalho para algo
CI4	Duvido da importância do meu trabalho
ET1	Sinto-me entusiasmado quando realizo algo no meu trabalho
ET2	Realizo muitas coisas valiosas no meu trabalho
ET3	Posso efetivamente solucionar os problemas que surgem no meu trabalho
ET4	Sinto que estou dando uma contribuição efetiva para essa organização
ET5	Na minha opinião, sou bom no que faço
ET6	No meu trabalho, sinto-me confiante de que sou eficiente e capaz de fazer com que as coisas aconteçam.

Source: Ferreira (2011)

Each variable is evaluated in two dimensions: frequency and intensity. The frequency scale is labeled at each point and ranges from 1 ("sometimes a year or less") to 6 ("every day"). A zero value is given when the respondent indicates (by marking a separate box) that they have never experienced the feeling or attitude described. The intensity scale ranges from 1 ('very light, almost imperceptible') to 7 ('large, very strong'). It is also not filled (and therefore receives a zero value) if the respondent marks "never" on the frequency scale.

For the analysis of the results obtained in this study, the recommendations of Mclaurine (2008) were followed, which establishes that the measurement of burnout indices with the MBI-GS scale, it is defined that values up to 1.33 are considered low, between 1.34 and 2.43 intermediates to above 2.43 high, the same author still specifies the indices by factors, according to Table 1.

Table 1 – Burnout Values

Índice	Baixo	Moderado	Alto
Burnout	<1,33	1,34 – 2,43	>2,43
Exaustão Emocional	<2,0	2,1 – 3,19	>3,20
Cinismo	<1,0	1,01 – 2,10	>2,20
Eficácia no Trabalho	>4,0	4,01 – 4,99	>5,0

Source: Mclaurine (2008)

The results of the responses of the three dimensions (exhaustion, cynicism and efficacy at work) were submitted to a reliability test of the scale that defines how the degree to which a set of variables is consistent in what is intended to be measured, corroborating Schuster *et al.* (2015) adds that reliability shows the extent to which scales produce consistent results, free of random errors. According to several authors, reliability is better measured by Cronbach's Alpha coefficient, which ranges from 0 to 1, and the values between 0.6 and 0.7 are the lower limit of acceptability. Costa (2011) propose that above 0.90 the reliability is excellent, between 0.80 and 0.89 is optimal, from 0.70 to 0.79 is good, between 0.60 and 0.69 is regular and below 0.60 is unacceptable.

Findings

The calculation of Cronbach's Alpha coefficient for the Burnout Measurement scale presented a value of 0.77 with the normal scores (Good Reliability) and 0.91 (Excellent Reliability) when we exuded the inversion of the values of the scores, transforming from 0 to 6, from 1 to 5 and so on as proposed by (SCHUSTER *et al.*, 2015). This procedure also seems

more coherent because the increase in the values of emotional exhaustion and cynicism rates indicate a degradation of the emotional relationship with work, therefore, stress factors. In the case of the index of the values of the efficacy of the work, the increase in the score represents a better emotional relationship, thus reducing stress and may be touted with negative indices. Thus, we believe that we should not add up all the indices, but subtract them, as we work with scores and not with real values, the reversal of efficacy factors seems to us to be more coherent, and so we do.

Regarding the scale factors, Cronbach's Alpha of Emotional Exhaustion was 0.90 for the six items; Cynicism 0.85 for the four items and Work Effectiveness 0.90 for its five items, that is, all considered with great reliability.

To identify and characterize the profile of the 82 participants in the research, the descriptive statistical method was used, through the distribution of frequencies and calculation of the means, which aims to relate the number of participants identified with the variables surveyed. The first question, which dealt with gender, was used as current nomenclature with respondents choosing between options with their characterization. The characterization of the respondents of the research demonstrates a predominance of female gender in the return of the questionnaires, representing 61.7% of the participants, and males with 34.6% and to a lesser extent, those who consider themselves non-binary with 2.7% of the total (Table 2).

The mean age ranged from 26 to 65 years, and presenting a bimodal distribution, the main one between 31 and 45 years, peaked at 38 years and representing 57.3% of the participants, and the second peak at the age of 58 years, ranging between 46 and 60 years there was an amplitude of 51 to 68 years, with a percentage of 29.1% of respondents. The general distribution of the participants' ages shows that the composition of the research is composed of people with more life experience, with an average age of 43.8 years and standard deviation of 10.80 years. Women and men do not present a significant difference in the mean ages, being 43.4 years for females and 44.4 years for males (Table 2).

The level of education of the research participants can be considered high, since 23.2% have doctoral degrees, 26.8% have a master's degree, 41.5% have specialization courses, and only 8.5% have completed higher education courses. This data is understandable, since the reality of the research was with teachers of various levels, whose training implies improving the level in the career plan and consequently a pecuniary increase. When asked to inform which work network, the absolute majority are crowded in the state education network representing 62.2%, followed by respondents from the Federal University of Ceará and Federal Institutes of

Education, Science and Technology 15.9%, municipal network 14.6% and to a lesser extent the private network with 7.3%.

The majority of the respondents 65.9% of the teachers work in high school (State network), 15.9% in higher education (federal network), 13.4% in elementary school (municipal network) and the remaining 7.3% in the private network. The majority of the research participants occupy the position of teacher 71.6%, followed by coordinators 22.2%, directors and other positions at 6.2% (Table 2).

Table 2 - Sample Characteristics

Variables	Averag e	Standard deviation
Age	43,8	9,97
Sex		%
Female		61,72
Male		34,56
Non-Binary		3,7
Schooling		%
Graduation		8,5
Specialization		41,5
Masters		26,8
Doctorate		23,2
Network Work		%
Federal		14,8
State		62,9
Municipal		14,8
Private		7,4
Teaching Modality		%
Early Childhood		4,8
Education		
Elementary School		13,4
High School		65,9
Higher education		15,9
Years of Profession		%
Less than 03 years old		2,4
From 04 to 06 years		13,6
From 07 to 25 years		65,4
From 25 to 35 years old		14,8
More than 35 years old		3,8

Source: Prepared by the authors

In questioning the time of activity in the educational sector, that is, the years that the profession exercises, we chose to divide into time bands representative of each phase of the professional life cycle proposed by Huberman (2000). The concept of life cycle itself is

obviously not new, the biological life cycle has already been extended to organizational and product life cycles – and to teachers. In all cases, cycles involve conception, growth and development, maturity and eventual decline or retraction (Table 2).

Of the five time ranges, the time interval worked from 7 to 25 years with 65.4% of the participants predominates and corresponds to the diversification phase and the questioning phase, by graphical comparison (Figure 1), corresponding to high school teachers; In the second group in participation, there is a time interval of 23 to 35 years of profession with 14.8%, occurring in the phase of serenity, affective distancing and conservatism, marked by the distancing of lamentations from the profession (higher education); then a newer group appears, being in the profession between 4 and 6 years representing 13.6%, right after the probationary period, identified as stabilization phase (elementary school). The remaining 6.2% are distributed among the age group greater than 35 years, disinvestment phase, and less than 3 years, groping or discovery phase (Table 2).

In the analysis of the variables that make up the MBI-GS scale, it was detected that those referring to Emotional Exhaustion presented moderate burnout means, only the Statement EE2, I feel exhausted at the end of a working day, presented a high average. Regarding cynicism, three variables presented moderate mean and one, the ci4 question, I doubt the importance of my work, presented low mean, all with high standard deviation (Table 3).

Table 3 – Descriptive Statistics of The MBI-GS

Statements about feelings about work	Average	Standard deviation
EE1 I feel emotionally exhausted with my work	3,11	1,61
EE2 I feel exhausted at the end of a working day	3,59	1,66
EE3 I feel tired when I get up in the morning and i need to face another day at work	3,14	1,81
EE4 Working all day is really a reason for tension for me	2,53	1,92
EE5 I feel finished because of my work	2,15	1,95
EE6 Just wish to do my job and not be bothered	2,75	2,23
CI1 I am less interested in my work since I took over this role	1,02	1,52
CI2 I'm less enthusiastic about my work	1,42	1,60
CI3 I am more disbelieving about the contribution of my work to something	1,12	1,62
CI4 I doubt the importance of my work	0,67	1,30
ET1 I'm excited when I do something in my work	4,84	1,46
ET2 I do many valuable things in my work	4,98	1,20
ET3 I can effectively solve the problems that arise in my work	4,59	1,36
ET4 I feel like I'm making an effective contribution to this organization	5,10	1,23
ET5 In my opinion, I'm good at what I do	5,19	1,18
ET6 In my work, I feel confident that I am efficient and able to make things happen	5,04	1,26

Source: Michael Huberman (2000)

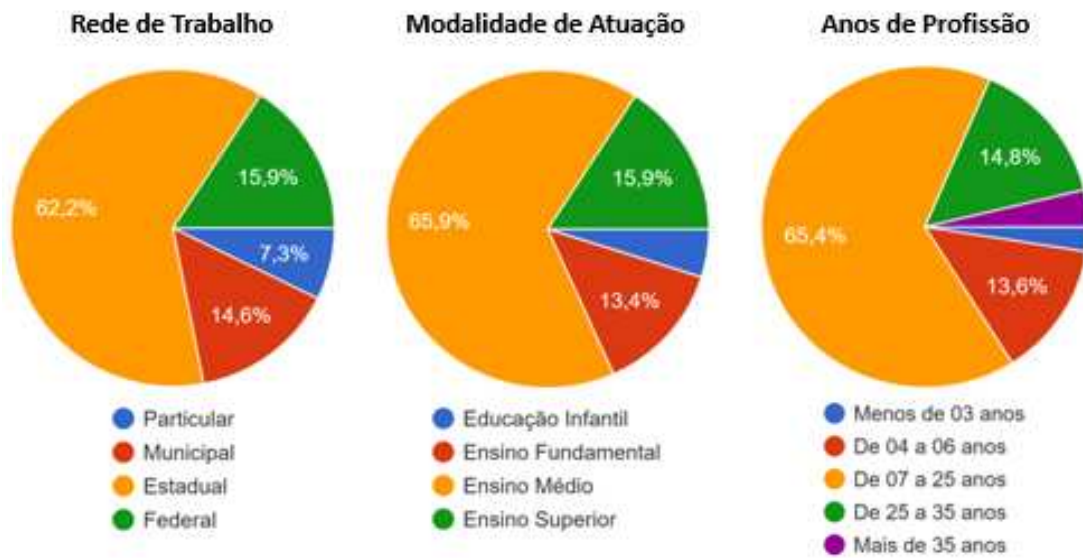
Regarding the efficacy at work, the mean found in the variables was considered moderate, appearing in three questions ET1, ET2 and ET3, and three were considered high questions ET4, ET5 and ET6. Regarding the standard deviation presented by variables, they are considered high, because the values of the means ranged from low to high according to the analysis criteria of the MBI-GS scale (Table 3).

Discussion

The analysis of the data of the demographic and socio-occupational questionnaire allows us to classify the teachers who respondents into four groups, thus characterized according to their representativeness in the research: Teachers of the state work network that corresponds to 62.2% of the participants, work mostly in high school and higher education in a minority way (2 respondents) and work in the profession between 7-25 years in the intermediate age scale; The teachers of the federal network, work mainly in higher education (CFU) and high school (IFCE), and present a range of time of profession between the two largest scales 25-35 years and greater than 35 years, are the most experienced; The representatives of the municipal

network work in elementary school and have a few years of profession 4-6 years, are the youngest; Respondents from the private network are divided between early childhood and higher education, being divided respectively into two work time scales of less than 3 years and greater than 35 years, according to Figure 1.

Figure 1 – Socio-occupational characteristics of participating teachers



Source: Prepared by the authors

The modality of action in education represents well the main objectives of the federative pact, which aims to promote a balance in the distribution of union revenues between subnational objectives (states and municipalities) with the relevant objectives in the search for autonomy of federated agencies enhancing the capacity to serve the public. This determination is established in the Federal Constitution of 1988, in its art. 23, defining education as a common competence among federative entities and that this provision is in the bulge of the organization of the Brazilian State itself. According to Silva (2018), the ministry of education that is responsible for coordinating the pact, articulating the distribution of resources between the entities levels and systems, directs to its own network most of the resources, mostly to the higher level.

Steffy and Wolfe (2001) point out that it is important to note that these phases are not, in fact, linear, and points out that "lines are blurred between the phases of a career teacher's life cycle" and that attempts to outline the teacher's development as a discernible sequence of phases are problematic because they tend to ignore factors such as personal experiences, social environment, as well as organizational influences that shape the development of teachers. Throughout their professional life, teachers enter and depart from the various stages so that, for

example, even a teacher at the end of his career can return to being a beginner if faced with an entirely new teaching task.

To Huberman *et al.* (1989), the sequences of teachers' lives - that is, of life in the classroom, beginning with the entry into the career, and is mainly a matter of "survival" and "discovery". As teachers progress throughout their careers, they can engage in transformation processes, including critical reflection on practice, redefinition of assumptions and beliefs, and increased self-esteem. Or they can detach themselves from the work environment as a source of stimulus for new learning and start the gradual decline for professional leave. An essential role for educational administrators should be to promote transformative learning among all employees, especially teachers in the classroom.

Huberman *et al.* (1989), through research with teachers identified the main causes of teachers' exhaustion throughout their working life, four of which were strongly represented:

i) Problems with students. Students are one of the main causes of Burnout or at least the element that triggers it, namely "very difficult lessons" with discipline or contact problems (amorphous or turbulent classes);

ii) Tiredness, routine, feeling "trapped". The problems of teaching result in the impression that teaching is a work that requires a lot, that wears out, that brings risks of routine, without giving some the feeling of progress, of having enough openness and efficiency;

iii) Difficulties with private life. The elements of private life are family or personal events, which destabilize the teacher and have repercussions on his/her professional life. According to the respondents, these factors lead to mental and physical fatigue, self-questioning, sometimes to a depressive state that no longer allows coping with work;

iv) Problems with the institution. The problems with the institution are in connection with the reforms, training and supervision of teachers, the distribution of branches and teaching hours and, in particular, the "rigidities" of the institution.

The set of factors identified can occur individually in the individuals studied, however, so that the stress level evolves until reaching Burnout is mainly constituted by a conjunction of factors, namely between the factors of private life and those of life in the classroom.

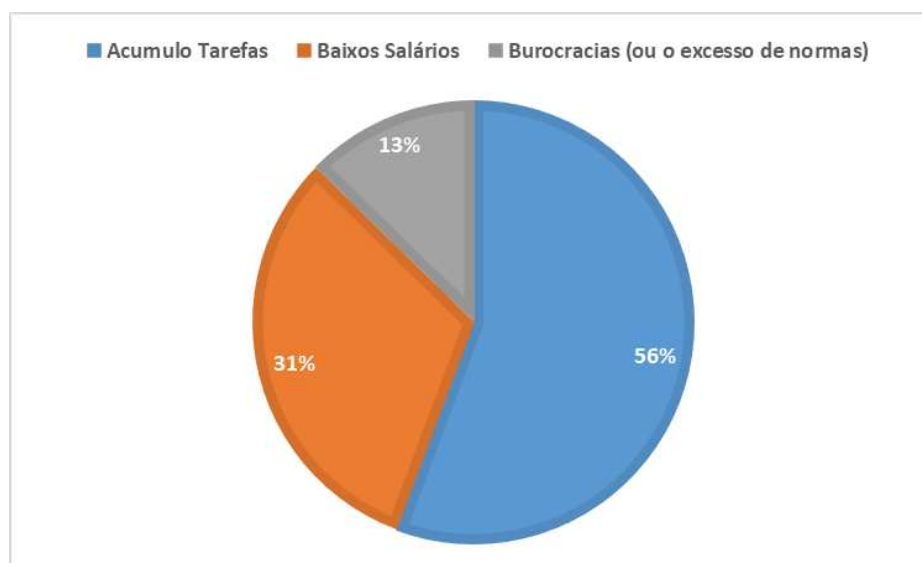
The result of the application of the data collection instrument, *the Maslach Burnout Inventory – General Survey* (MBI-GS), in the teachers' collective shows a certain balance between the levels with 38.27% presenting low classification, 37.04% medium or intermediate level and in a smaller proportion even more very representative, 24.69% with high burnout index. The ratio of teachers with the highest level of stress shows that teachers in the municipal

network have the highest relative percentage with 33.3% of teachers, followed by the state network with 27.5% and the federal network with 16.7%. No private school teacher presented a high level of Burnout.

Regarding working time, the range of newly entered teachers under three years of age represents 5%, between four and six years 25%, the range between seven and twenty-five of work has a large majority representing 60% and finally teachers between twenty and five and 35 years with 10% of those affected. By discrimination by sex shows that women represent 70% of those affected with high Burnout, males 25% and those who signed as non-binary with 5%. In relation to the school grade, 75% of teachers with high Burnout work in high school, followed by 15% of elementary school and in the same percentage of 5% or who work in early childhood education and higher education. When we now deal with the level of high stress, considering the relative percentage in each of the school grades, we see that 27.8% of the collective of high school teachers has high burnout, followed by the same content of 27.3% work in elementary school, 25% in early childhood education, and in lower representation 8.3% of those who work in higher education.

In this sense, one in four teachers who work from early childhood education to high school has feelings of higher stress, i.e., Burnout. It is clear from these results that teachers with burnout feelings work at all school levels from one to eighteen years.

The last question of the survey asked what are the main causes of your work fatigue? As the questionnaire is multiple choice and in this the percentage indicates the total use of the cause by the various interviewees. Thus, 64.6% of the teachers mentioned the students' disinterest; 53.7% Accumulation of tasks; 48.8% Bureaucracies; 40.2% the multiplicity of social and professional roles required and exercised by schools; 39% lack of participation and/or family structure in the student's learning process, to name the most important due to school stress. For teachers with high Burnout, we consider the main cause as the main cause, with the accumulation of tasks for 56% of these respondents, secondly, low salaries 31% appear, followed by bureaucracy or over-tasks, as shown in Figure 2.

Figure 2 - Main factors responsible for high burnout in teachers in the state of Ceará

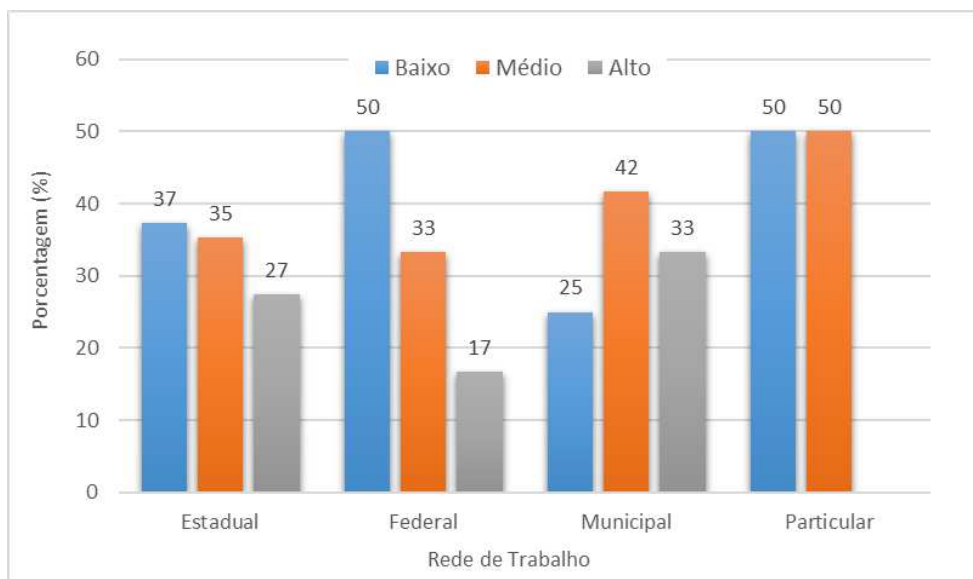
Source: Prepared by the authors

The causes pointed out by the teachers who answered for their work fatigue are the same, in order of importance, reported by Huberman *et al.* (1989) in his research conducted with elementary and high school teachers from Geneva in Switzerland. How to explain, similar results of the causes of tiredness, in different continents, with economic, social and time situations (the survey was conducted in 1982) totally differentiated. Silva (2014) studying the presence of Burnout Syndrome in physical education teachers from the state public network of Sergipe, demonstrated that in almost all the sample there were average indices in the dimensions Emotional Exhaustion and Depersonalization. Schuster *et al.* (2015) applied the Maslach Burnout inventory to employees of various positions and functions of the Federal University of Santa Maria - UFSM, whose results were at medium levels, thus linking the warning of the need for attention on the part of managers with the consequences that burnout can generate to workers.

In the other opposite are the teachers who presented low stress value and, in this group, the responsible factors are repeated (accumulation of tasks, low salaries and bureaucracy), and can be framed in the four causes of teacher exhaustion (HUBERMAN *et al.*, 1989). Of the three dimensions of Burnout, the two relevant symptoms of emotional exhaustion consist of feeling emotionally exhausted at the end of a working day (EE2) and with the work itself (EE1); in relation to cynicism, teachers feel less enthusiastic about work (CI2) and the contribution of work to something (CI3); in the effectiveness of the work, the feeling of its effective contribution to this organization (ET4) stands out and believes that it is good in the tasks it performs (ET5).

In relation to the work networks, considering here as a hierarchical factor the percentage of the population of teachers with high stress values, we have that the municipal network has the highest relative percentage of teachers with Burnout with 33%, followed by the state network with 27% and in smaller proportions, the federal network with 17% of cases and the private network with no occurrence, which indicates the best health condition of the last two, as shown in Figure 3.

Figure 3 – Relative distribution of burnout classes (low, medium and high) depending on work networks



Source: Prepared by the authors

Final considerations

The return to normality and the face-to-face environment in schools shows that the learning crisis – now on the verge of becoming a catastrophe – is still underestimated and not sufficiently prioritized, despite its potential to become the most serious and lasting impact of the pandemic. As children return to school, curricula will need to be adjusted and aligned throughout the system to focus on the fundamental skills that children have lost. It will be very difficult for teachers to cover all curricula as if the children were just coming back from a short break rather than a major interruption in their schooling. Recovery classes will be essential to serve children at their level of learning and not in their curriculum grade. In this sense, the return to post-covid activities will require greater dedication on the part of the teacher, increasing the workload and as a consequence of stress and burnout indicators in this category already well affected.

In the present study, the MBI-GS scale was used in teachers of all levels of education, from early childhood education to higher education. The study of the syndrome in organizational environments was shown to be at medium levels, thus linking the warning of the need for attention on the part of managers with the consequences that burnout generates for workers, such as health problems caused by emotional stress. Of the four work networks, two, the private and federal, where higher education predominates, did not present worrying indicators, however, the municipal and state work networks, which are responsible for the elementary and medium levels, the situation is already compromising.

As suggestions for future studies, the expansion of the sample to the various administrative districts referring to the municipalities and state and longitudinal studies, which provide knowledge of the factors that influence burnout levels and association with other factors of organizational behavior that may be related and cause this syndrome that brings consequences to workers, organizations and society.

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