

WORK AND HEALTH: STUDY ON TEACHING ILLNESS

TRABALHO E SAÚDE: ESTUDO SOBRE O ADOECIMENTO DOCENTE

TRABAJO Y SALUD: ESTUDIO SOBRE ADOCEMENT DOCENTE

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ABSTRACT: *The Communication deals with teaching illness mediated by historical and dialectical materialism, a bibliographic review and methodology classified as a descriptive study and literature review. The material analyzed in the form of theses, dissertations and articles was accessed through the CAPES and SciELO databases, referring to the period from January/2016 to December/2018. There are also bibliographic data on works from related areas for the period from 2008 to 2016. With a quantitative approach and content analysis, categories and subcategories were identified that were related to the object and as result praiseworthy proposals for improving the quality of teaching life were proposed, however such actions are palliative and not punctual because they do not solve the problem in their founding bases. In the conclusions, it can be seen that actions to undermine this system that underlies the exploitation of one class over the other are necessary to reverse this illness.*

KEYWORDS: *Work. Health. Teaching illness.*

RESUMO: A comunicação versa sobre o adoecimento docente mediado pelo materialismo histórico e dialético, de uma revisão bibliográfica e metodologia classificada como estudo descritivo e de revisão de literatura. O material analisado em formato de teses, dissertações e artigos foi acessado através dos bancos de dados CAPES e SciELO, referindo-se ao período de janeiro/2016 a dezembro/2018. Também constam dados bibliográficos de obras de áreas afins referentes ao período de 2008 a 2016. Com abordagem quantitativa e de análise de conteúdo identificaram-se categorias e subcategorias que se relacionaram ao objeto e como resultados propostas louváveis para melhoria da qualidade de vida docente, contudo tais ações se mostram paliativas e pouco pontuais por não resolverem o problema em suas bases fundantes. Nas conclusões pode-se constatar que para reverter esse quadro de adoecimento cabem ações que minem as bases desse sistema que se sustenta na exploração de uma classe sobre a outra.

PALAVRAS-CHAVE: Trabalho. Saúde. Adoecimento docente.

RESUME: *La comunicación trata sobre la enfermedad docente mediada por el materialismo histórico y dialéctico, una revisión bibliográfica y una metodología clasificada como estudio descriptivo y revisión de la literatura. Se accedió al material analizado en forma de tesis, disertaciones y artículos a través de las bases de datos CAPES y SciELO, en referencia al período comprendido entre enero de 2016 y diciembre de 2018. También hay datos bibliográficos sobre trabajos de áreas relacionadas para el período de 2008 a 2016. Sin*

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embargo, con un enfoque cuantitativo y análisis de contenido, se identificaron categorías y subcategorías que estaban relacionadas con el objeto y como propuestas dignas de elogio para mejorar la calidad de la vida docente. tales acciones son paliativas y puntuales porque no resuelven el problema en sus bases fundacionales. En las conclusiones, se puede ver que las acciones para socavar este sistema que subyace en la explotación de una clase sobre la otra son necesarias para revertir esta enfermedad.

PALABRAS CLAVE: Trabajo. Salud enseñanza de la enfermedad.

Introduction

This exhibition deals with issues involving the working conditions faced by teachers in the country and what relations they would have with the illness processes of these professionals. This time, work and health emerge as elements of the totality that make up the social being and, therefore, have their relevance admitted in the present textual elaboration.

In accordance with the dialectical materialist method and bibliographic review methodology, an analysis performed can be classified as a descriptive study that was processed from a quantitative approach and content analysis, in order to identify categories and subcategories that relate to the studies that refer to teaching illness and taking into account the criticality of the material collected, promoted by observing reality with the use of historical and dialectical materialism or not.

The survey of academic productions published in articles was captured in the Scientific Eletronic Librari Online database - SciELO, and of theses and dissertations at the Coordination for the Improvement of Higher Education Personnel - CAPES via the Public Domain Portal, for the period from January 2016 to December 2018. Regarding the bibliographic data, a time frame from 2008 to 2016 was undertaken, with regard to the works published in that period, the categories and subcategories related to work, health, education and teaching illness were sought.

Thus, regarding the research participants, it is worth mentioning that 21 publications, 16 articles and 5 dissertations published in the CAPES and SciELO databases were analyzed. The research universe, publications confront readings with a critical Marxist bias and other perspectives, the latter having limited themselves to describing specific realities and as search descriptors used teaching illness and illness.

The bibliographic data permeate, above all, the context of a collection in the SciELO and CAPES databases in which articles, theses and dissertations were retrieved, respectively, using the descriptors illness and teaching illness, composing a total of 15 CAPES works, with

4 out of time frame and 6 that escaped the theme. Which led us to a sample of 5 studies studied, and after reading them, 3 were found to be a Marxist reading of reality. Regarding the search of the SciELO database of a total of 25 articles, 9 were outside the time frame, so out of the 16 studied, we found that only 3 contained a Marxist bias for analysis, leaving 13 with other perspectives for reading the reality.

What made it possible to unveil the nuances that permeate the social, economic and political relations related to the health-disease process, the necessary mediations for the study of work, education and health. Another key point, in which my interest in this topic emerged, was the informal conversations with the network's teachers, in which I was able to verify the need to collect data on the main occupational diseases in contemporary times.

In addition to the apparent phenomenon, the research attests to the lack of adequate conditions for teaching and consequently the manifestations of diseases, since the available empirical reality can be proven by the numbers exposed in the investigated publications, in order to capture the causes and processes that lead to the teacher's illness.

The examination of the factors that permeate social, economic and political relations goes beyond the biological and genetic view of health, allowing openness to understanding about the negative repercussions that the capitalist system imposes on the physical and mental health of teachers, in the form of pathologies related teaching work.

The study may prove to be important to assess the teachers' labor contingencies by printing a portrait of the reality posed to the examined period, making it possible to analyze and understand changes and transformations that occurred amid the demands and determinations of the capital's logic (MÉSZÁROS, 2008).

This time, the following questions were formulated for the investigative activity: What is the relation between work and health in teaching? What is the relation between the current mode of production and the health-disease concept for the teaching worker? What causes and consequences of teaching illness and possible proposals for significant changes?

Dialectically appropriate, the object of study, which is the illness of teachers, made it possible to know the causes and consequences of teaching illness, in addition to pointing out that, both in the CAPES and SciELO databases, there is less incidence of publications that support in dialectical materialism for analysis, as research of critical and Marxist bias, broken down by platform, we have: CAPES: 20% Marxist versus 40% non-Marxist and SciELO: 12% against 52%.

Thus, the reflection promoted by the object led to consider that for the execution of significant changes it is necessary to overcome capitalism, because, even though the school is

an instrument of ideological domination of the hegemonic class, it can still be an element of overcoming, considering the singular role of the teacher in the appropriation of values that demand changes in the *status quo*.

The relation between work, health and teaching

Work emerges as a category that mobilizes man to capture reality and appropriate it, in order to compose this movement between objectivity and subjectivity. Therefore, as man transforms reality, he also transforms himself, producing and reproducing new social structures and formations. Therefore, the category of work is shown to be ontological and foundational to the social being and, in turn, it presents itself as a first-order mediator in the process of consolidating human existence, as its genesis is presented in the reflections, so that:

First of all, work is a process between man and Nature, a process in which man, by his own action, mediates, regulates and controls his metabolism with Nature. He himself faces natural matter as a natural force. He sets in motion the natural forces pertaining to his corporeality, arms and legs, head and hand, in order to appropriate natural matter in a form useful for his own life. By acting, through this movement, on Nature external to him and by modifying it, he modifies, at the same time, his own nature. He develops the dormant powers and subjects his forces to his own domain. This is not about the first instinctive, animal, forms of work. The state in which the worker presents himself in the market as a seller of his own labor force has left the state in which primitive instinctive human labor has not yet come undone. We assume work in a form that belongs exclusively to man. A spider performs operations similar to those of a weaver, and the bee shames more than one human architect by building the combs of its hives. But what distinguishes, beforehand, the worst architect from the best bee is that he built the comb on his head, before building it in wax. At the end of the work process, a result is obtained that, at the beginning, existed in the worker's imagination, and therefore, ideally. He does not just effect a transformation of the form of natural matter; at the same time he accomplishes his objective in natural matter, which he knows that determines, as law, the kind and mode of his activity and to which he has to subordinate his will. This subordination is not an isolated act. In addition to the effort of the bodies that work, an end-oriented will is required, which manifests itself as attention during the entire working time, and this is all the more so because of this work, due to the content itself and the type and manner of its execution, it attracts the worker, therefore, the less he takes advantage of it, as a game of his own physical and spiritual forces (MARX, 2010, p. 149).²

² Antes de tudo, o trabalho é um processo entre o homem e a Natureza, um processo em que o homem, por sua própria ação, media, regula e controla seu metabolismo com a Natureza. Ele mesmo se defronta com a matéria natural como uma força natural. Ele põe em movimento as forças naturais pertencentes à sua corporalidade, braços e pernas, cabeça e mão, a fim de apropriar-se da matéria natural numa forma útil para sua própria vida. Ao atuar, por meio desse movimento, sobre a Natureza externa a ele e ao modificá-la, ele modifica, ao mesmo tempo, sua própria natureza. Ele desenvolve as potências nela adormecidas e sujeita o jogo de suas forças a seu próprio domínio. Não se trata aqui das primeiras formas instintivas, animais, de trabalho. O estado em que o trabalhador

This time, for theoretical clarification, it can be undertaken that work appears as an activity through which man, constantly and necessarily, transforms nature and himself. Thus, from the labor act the necessary positivity arises to add knowledge to the evolution of the human species, which completely diverges from the strangeness typified in the form of *abstract work*³ woven into capitalist society.

Since, under a new sociability of communist apprehension, work would manifest itself in its ontological form, of *alienation*⁴, that is, positive to man, through the full realization intended and not achieved due to the affirmative conjuncture of the strangeness of the capitalist mode of production. Since the objective of such a societal organization lies in the search to perpetuate the intensification of the exploitation of man by man and maintenance of inequality, as shown in the excerpt below:

This fact expresses nothing more than: the object (*Gegenstand*) that work produces, its product, faces it as a *strange* being, as a power *independent* of the producer. The product of work is the work that is fixed on an object, made a thing (*sachlich*), is the *objectification* (*Vergegenständlichung*) of work. The effectuation (*Verwirklichung*) of the work is its objectification. This effectuation of work appears to the national-economic state as *deseffectivation* (*Entwirklichung*) of the worker, objectification as *loss of the object* and *servitude to the object*, appropriation as *estrangement* (*Entfremdung*), as *alienation* (*Entäusserung*) (MARX, 2010, p. 80, author' highlights).⁵

se apresenta no mercado como vendedor de sua própria força de trabalho deixou para o fundo dos tempos primitivos o estado em que o trabalho humano não se desfez ainda de sua primeira forma instintiva. Pressupomos o trabalho numa forma em que pertence exclusivamente ao homem. Uma aranha executa operações semelhantes às do tecelão, e a abelha envergonha mais de um arquiteto humano com a construção dos favos de suas colmeias. Mas o que distingue, de antemão, o pior arquiteto da melhor abelha é que ele construiu o favo em sua cabeça, antes de construí-lo em cera. No fim do processo de trabalho obtém-se um resultado que, já no início deste, existiu na imaginação do trabalhador, e portanto, idealmente. Ele não apenas efetua uma transformação da forma da matéria natural; realiza, ao mesmo tempo, na matéria natural seu objetivo, que ele sabe que determina, como lei, a espécie e o modo de sua atividade e ao qual tem de subordinar sua vontade. E essa subordinação não é um ato isolado. Além do esforço dos órgãos que trabalham, é exigida a vontade orientada a um fim, que se manifesta como atenção durante todo o tempo de trabalho, e isso tanto mais quanto menos esse trabalho, pelo próprio conteúdo e pela espécie e modo de sua execução, atrai o trabalhador, portanto, quanto menos ele o aproveita, como jogo de suas próprias forças físicas e espirituais (MARX, 2010, p. 149).

³ For Marx, this takes place in the capitalist mode of production and condenses to the time that sharpens the elements that deny the worker the positivity of his action, leading him to the strangeness of himself, among his peers, of work and the product of his work (MARX, 2010).

⁴ Interpretation from the german of alienation as a process of human externalization, achieved through work.

⁵ Este fato nada mais exprime, senão: o objeto (*Gegenstand*) que o trabalho produz, o seu produto, se lhe defronta como um *ser estranho*, como um *poder independente* do produtor. O produto do trabalho é o trabalho que se fixou num objeto, fez coisa (*sachlich*), é a *objetivação* (*Vergegenständlichung*) do trabalho. A efetivação (*Verwirklichung*) do trabalho é a sua objetivação. Esta efetivação do trabalho aparece ao estado nacional-econômico como *deseffectivação* (*Entwirklichung*) do trabalhador, a objetivação como *perda do objeto* e *servidão ao objeto*, a apropriação como *estranhamento* (*Entfremdung*), como *alienação* (*Entäusserung*) (MARX, 2010, p. 80, grifos do autor).

This allows us to analyze, that the richness of the generic being must be achieved, starting from the annihilation of the sense of having and the substitution by the sense of being, since in the way it is presented to society, the concern is not in the life situation of the worker, but in the valorization of value, for the reproduction of capital and, therefore, for the maintenance of the privileges of a minority over the majority, right after the concentration of private property.

Thus, the effective and relational labor act, as a historical, ontological and typically human practical activity, within the capitalist mode of production makes individuals isolated and competitive, conditions that limit the social being to maintain the power of having, just like the German philosopher explains to us:

Private property has made us so one-sided jerks that an object is only *ours* [object] if we have it, therefore, when it exists for us as capital or is immediately owned, eaten, drunk, brought into our body, inhabited by us, etc., finally *used*. [...] The place *of all* physical and spiritual senses started to be occupied, therefore, by the simple strangeness of all these senses, by the sense of *having* (MARX, 2010, p. 108, our highlights).⁶

As a result, within the capitalist mode of production, it is possible to identify the process of workers' lack of effectiveness and that, therefore, this situation persecutes him inside and outside the workplace. These facts, verified when verifying that this one tries to supply in his free time the absence of belonging, when he is in work activity.

So that this estrangement, in which the worker is immersed, dominates him materially and ideologically, fostering habits and needs based on the maintenance of the system itself, since it removes the objectification property of the spirit as a free and conscious activity, therefore, from positivity of work.

In this conformity, the man under the condition of strangeness finds himself immersed in an individualistic and meritocratic sociability that affronts him everywhere, since in it the materiality of ideologies manipulated by the dominant class that benefit from the prevailing logic permeates.

In view of this, the capitalist mode of production in line with its real objectives, does not praise the worker, but the capital. Therefore, this negative inversion of the social process, proceeds in such a way that individuals, when working, go back to the most fundamental needs,

⁶ A propriedade privada nos fez tão cretinos unilaterais que um objeto somente é o *nosso* [objeto] se o temos, portanto, quando existe para nós como capital ou é por nós imediatamente possuído, comido, bebido, trazido em nosso corpo, habitado por nós etc., enfim, *usado*. [...] O lugar *de todos* os sentidos físicos e espirituais passou a ser ocupado, portanto, pelo simples estranhamento de todos esses sentidos, pelo sentido do *ter* (MARX, 2010, p. 108, grifos nosso).

such as dressing, eating and living, to the detriment of what should occur, that is, the improvement of more sophisticated skills.

In this way, in addition to satisfying basic needs such as eating, drinking and living, work emerges as a praxis that transforms nature and man, articulating new capacities and creative possibilities, which under the aegis of the capitalist system was taken over by the individual. Occurring, according to Marx (2010), the four types of strangeness that weaken and remove the belonging of human beings from their labor actions, a fact that the logic of the system is imposed on workers in all spheres of production, so the teaching worker is not excluded from that process.

In this light, work and health in the course of changes in society and in the immanence of the contradictions of the system itself, in reproducing at the expense of the deterioration of life on Earth, there is the manifestation of discourses that clash with reality, because, if on the one hand, health is stated as a law:

[...] the right of all and the duty of the State, guaranteed through social and economic policies aimed at reducing the risk of disease and other grievances and universal and equal access to actions and services for their promotion, protection and recovery (BRASIL, 1988, art. 196).⁷

In reality, health, particularly that of workers, is seen as a secondary concern, in view of the intensification of the health problem pertinent to the category of teachers, in which it is possible to affirm the need to be directed to the fight for health articulated to the demand for better work conditions.

Challenge to be faced by claiming public policies directed at workers' health and taking the discussion, among other emerging guidelines, to schools nationwide, in what for Lemos (2011, p. 118) is denominated in calling the school, as a formative institution, as well as the university so they fulfill: “task of building a network that can assume some praxis to rescue the fundamental values of the emancipatory educational process that define an institution as a university”⁸. That is why, for this moment, it is necessary to unveil the conception of health-disease within the capitalist production mode to enable the apprehension of the real and the situation of education in this context.

⁷ [...] direito de todos e dever do Estado, garantido mediante políticas sociais e econômicas que visem à redução do risco de doença e de outros agravos e ao acesso universal e igualitário às ações e serviços para sua promoção, proteção e recuperação (BRASIL, 1988, art. 196).

⁸ “tarefa de construção de uma rede que possa assumir umas práxis de resgate dos valores fundamentais do processo educativo emancipador que definem uma instituição como universidade”

Education and the concept of health-illness under the yoke of capitalism

From the 1990s to the present day, the current mode of production intensified its segregating, individualistic and meritocratic model in such a way as to go beyond the limits of the business sector and reach schools. Thus, according to Bernardo (2014), not only education, but all areas of individual and collective human life have undergone changes in their social organization.

Therefore, the teaching activity was not out of this context, in the face of a reality of charges based on the flexibility of productive activities, in which the independent worker in the field of his activity is called by multisectoral or multitasking responsibilities. To understand this logic of production and reproduction, which reveals the capital, the precariousness and the requirements of the system through the productivism associated with risky and unhealthy work, it is up to the search to go beyond a biologicizing conception of health.

In this perspective, the teacher starts to assume numerous social roles and functions, delegated by the instances in which the public power should act, which requires a posture of balance and discernment in different situations, in order to understand and not lose the focus of the essential function to which the school as an institution was built to pass on to the later generations the knowledge historically acquired and accumulated socially (SAVIANI, 2005).

Faced with this reality of playing countless roles, the teacher is overwhelmed and the teaching illness emerges as a consequence, as his activity becomes precarious by the productive, political and ideological structure, placed in the capitalist context, which in turn, is based on principles of competitiveness, efficiency and profitability, under this merit Salvaro explains (2009, p. 12):

I believe that teachers' illness only acquires a certain meaning when analyzed in the context of their work process. I understand, then, that health problems have broad and interrelated components, which cannot be evaluated and treated in isolation, and, in this case, the complexity and dynamics in which these teachers are inserted should be taken into account. Then, one must consider a multifaceted character of work processes. Based on this idea, I believe that health and disease are not stable states or conditions, but vital concepts, subject to constant evaluation and change.⁹

⁹ Acredito que o adoecimento dos docentes só adquire determinado sentido quando analisado no contexto do seu processo de trabalho. Entendo, então, que problemas de saúde possuem componentes amplos e inter-relacionados, que não podem ser avaliados e tratados de forma isolada, devendo-se, no caso, levar-se em conta a complexidade e a dinâmica em que estão inseridos estes docentes. Deve-se considerar então, um caráter multifacetado dos processos de trabalho. Partindo desta ideia, acredito que saúde e doença não são estados ou condições estáveis, mas sim conceitos vitais, sujeitos a constante avaliação e mudança.

In this way, the elements of intensification of work and the business perspective have taken over the public administration, therefore, the notion of human resources management in the last decades has been prioritized in education through bonuses or gratuities to teachers, measured according to performance from the students. Such measures reinforce the physical and psychological exhaustion of teachers, overloaded in their work activity, as Lemos (2011, p. 108-109) clarifies about the demands of the teaching role:

One of the consequences of the multiple activities of the teacher, of this versatility, is the intensification and overload of work, which, in turn, generates the need to work in leisure time, with consequences in terms of physical and psychological exhaustion, as well as difficulties in the family relationship. [...] It is work invading the personal and private space, preventing the teacher from experiencing other dimensions of life, resting, thinking and restoring the energies to face daily life at the beginning of the week.¹⁰

Thus, among alternatives, the capitalist strategy of setting goals is used in order to pressure teachers to not miss work - absenteeism. This logic spreads from basic education to higher education, as Bernardo often explains (2014, p. 134):

Perhaps it is possible to affirm that it is in the mechanisms of “power management” that the university came closer to the prevailing precepts in the industrial sector today. And production goals are, without a doubt, the management mechanism that can be identified most clearly in the interviewees' reports.¹¹

Therefore, it is noticeable an inversion of values, within the capitalist logic of productivity, regarding the control of teaching that oppresses and discourages those involved, thus decreasing the professional performance of teachers. Thus, this reward policy has affected the health of teachers, a fact evidenced by the extensive academic production of research on mental and musculoskeletal problems developed by professionals. These problems are responsible for almost half of the leave and for more than half of the number of days off, factors that have an intrinsic relation to the work system, stress, overload and low quality of life. Thinking about teaching sickness as a result, especially of working relations and conditions, it is important to deepen the knowledge about the causes and consequences of this process, since

¹⁰ Uma das consequências das múltiplas atividades do professor, dessa polivalência, é a intensificação e a sobrecarga de trabalho, o que, por sua vez, gera a necessidade de trabalhar no tempo de lazer, com consequências em termos de desgaste físico e psíquico, assim como dificuldades na relação familiar. [...] É o trabalho invadindo o espaço pessoal e privado, impedindo que o professor vivencie outras dimensões da vida, descanse, pense e refaça as energias para enfrentar o cotidiano no início da semana.

¹¹ Talvez seja possível afirmar que é nos mecanismos de “administração do poder” que a universidade se aproximou mais dos preceitos predominantes no setor industrial na atualidade. E as metas de produção são, sem dúvida, o mecanismo de administração que pode ser identificado com maior clareza nos relatos dos entrevistados.

according to Dal Rosso (2008), the teaching work environment, due to its organization, demand, low remuneration and lack of structure imply a risk to health and quality of life, a topic that in turn will be taken up in the next topic.

Causes and consequences of teaching illness: possible proposals and/or significant changes in the area

As we have seen, the precariousness of the teacher's working conditions is associated with physical, administrative, relational, personal and ethical factors and, therefore, facing a reality that makes up a scenario of physical and mental exhaustion of the teacher. Thus, the teacher will have to use his biological, psychic and cognitive resources on a daily basis to compensate for the lack of resources and guarantee learning, in agreement with the subject follows the fragment exposed by Yonezawa (2008, p. 11):

We are constantly in contact with issues related to the students' mess, the teaching difficulties of arousing children's interest in classes, the poverty of the community in which the school is inserted, the violence experienced daily by students in contact with the drug trade, to the silent violence felt even among the teachers in institutional relations, to the learning difficulties, to the excess of social demands that fall on the school, especially on the teacher's work.¹²

In this scenario, the teacher pays with his own health the guarantee of the teaching-learning process, as the relations and interactions are in a constant state of tension, causing excess distance from teachers, which in turn instead of being interpreted as an expression of precariousness from the teaching praxis, it ends up emerging as an invisible process. For, when working mechanically, he loses his identification to his profession, causing a subsequent abandonment of his functions, as illustrated by Silva and Mancebo (2014, p. 491):

Finally, in the intricate game of a non-reduced and irreducible subjectivity, inseparable from historical forms of autonomous and heteronomous social relations, from the captured unconscious, or, conversely, pulsating/non-captureable, from the deceptive imagery and the creative imagery, distinct duties, stranger reifications and genericity, always in motion, without ever having a final synthesis, the historical process being the expression and motor

¹² Entramos constantemente em contato com questões relacionadas à bagunça dos alunos, às dificuldades docentes de despertarem o interesse das crianças para as aulas, à pobreza da comunidade em que está inserida a escola, à violência vivida diariamente pelos alunos em contato com o comércio de drogas, às violências silenciosas sentidas mesmo entre as professoras nas relações institucionais, às dificuldades de aprendizagem, ao excesso de demandas sociais que recaem sobre a escola, especialmente sobre o trabalho do professor.

of this constant becoming, irreversible, and thus impossible to be cast in a final word.¹³

In this way, the compromise of their psychic and affective functions, therefore, of subjectivity, subsequently comes to visible compromises, that is, of the bodily organs and functions, as reported by the case studies sampled by several authors, who through their research report the involvement of diseases such as stress, in addition to the feeling of indignation and devaluation, precariousness of the teaching work, sequelae of the intensive use of the voice, burnout syndrome, production of conflicts, frustrations, suffering and/or teaching illness, therefore, morbidity processes teacher based on environmental and organizational determinants and its implications for work activity in the classroom.

In addition, the excess and rigor of the charges, which are not accompanied by the necessary conditions for carrying out the work of the teacher, among others, we have the promotion of strategies related to the school routine that allow to produce health and escape the illness in a teaching population that feels vulnerable and worn out.

Especially in psycho-emotional aspects and voice disorders, that is, the illness process, which in turn slips into family, loving, social, environmental and professional life, which are associated with loss of quality of life, such as musculoskeletal symptoms, especially in lumbar, shoulders and dorsal region, which cause the impediment to perform daily activities, in addition to situations of teacher malaise linked to processes of illness of the body and the constitution of the psyche, as expressed in the authors' publications, Almeida *et al.*, (2011), Piolli (2015), Borsoi and Pereira (2013), Assunção and Oliveira (2009), Oliveira *et al.*, (2012), Pizzio, Klein *et al.*, (2015), Simões (2008) and Bastos (2009).

From the above, it is observed that given the lack of health policies regarding prevention and medical assistance, these problems can be compounded by the lack of policies related to the valuation of education professionals regarding the great issue of educational management that in turn, they have deleterious consequences, according to Dal Rosso (2011), both for the health of teachers and for the quality of teaching, in addition due to the rules limiting health agreements or restricting access to necessary diagnostic tests and treatments.

Thus, studies on possible proposals and/or significant changes in the area become relevant, given the need for the public authorities to recognize diseases related to the profession.

¹³ Enfim, no jogo intrincado de uma subjetividade não reduzida e irreduzível, indissociável de formas históricas de relações sociais autônomas e heterônomas, do inconsciente capturado, ou, contrariamente, pulsante/não capturável, do imaginário enganoso e do imaginário criativo, florescem deveres distintos, reificações estranhadas e generidade, sempre em movimento, sem nunca haver uma síntese final, sendo o processo histórico expressão e motor deste constante devir, irreversível, e, assim, impossível de ser engessado em uma palavra final.

In order to treat sick professionals with dignity and urgency, the public administration, instead of seeking a solution to the problem, applies measures that further worsen the situation, such as the case of attendance awards, which lead teachers to work even sick, for fear of suffering financial losses.

And even to correct this flow of absences and avoid these losses, stricter control rules are developed in order to prevent workers from missing work. Paro's (2015, p. 85) comments on the prejudice of these administrative actions to teaching work: “[...] Hence the extremely problematic character of achieving greater productivity through pecuniary incentives such as the so-called 'merit pay'”¹⁴.

This framework, which, under the aegis of capitalist logic, usually imputes the school failure of students to the illness of the teacher, justifying that such failure is due to the absence of the teacher, leading to breaks in the process of adaptation and acquisition of knowledge associated with the teaching-learning process. In turn, concealing the questioning about the causes of teaching illness, when determining and directing their gaze only to the consequences, that is why we call attention to the need for collective confrontation of everything that involves being a teacher in Brazil today (GOUVÊA, 2016).

This intensification of work that affects the working class as a whole and, therefore, also the teaching worker, which leads to illness is explained by Dal Rosso (2008, p. 136):

[...] Whatever the conditions of its performance, the work is being transformed by the demand for more material or immaterial results, which implies that the agent must put more effort into his physical, mental or social energies in obtaining more results, more goals, in short more work.¹⁵

These emergency actions come from the category's own collectives, which resolves the situation palliatively, however it strengthens the neoliberal mechanism of delegating the responsibility of the State to the social subjects themselves, the solution of problems that should be diluted by their elected representatives.

Among these, we can highlight Almeida (2011) giving visibility to actions that positively transform working conditions at school, daily movements and their struggles for health. As an example, we can illustrate the research by Pizzio and Klein (2015) by developing the so-called: Quality of Life at Work (QLW), which in turn seeks to demonstrate that the

¹⁴ [...] Daí o caráter extremamente problemático de alcançar maior produtividade por meio de estímulos pecuniários como à chamada ‘remuneração por mérito’”

¹⁵ [...] Quaisquer que sejam as condições de sua realização, o trabalho está sendo transformado pela exigência de mais resultados materiais ou imateriais, o que implica que o agente deva empenhar mais suas energias físicas, mentais ou sociais na obtenção de mais resultados, de mais objetivos, em suma de mais trabalho.

greater the integration of the teacher's life project with the institution, the greater is QLW, even in unfavorable working conditions.

In this sense, collectivizing the phenomenon of illness also means giving it social visibility, in order to make it a socially problematic issue and of interest to the whole society and, therefore, definitively inserting it as a health theme highlighted in the list of claims of the education workers in the discussion and formulation of educational policies for valuing education workers, as detailed in Almeida *et al.*, (2011, p. 258):

The constant struggle and movements undertaken by the subjects in the production of health at work are emblems that cannot be concealed or made invisible. It is essential to give visibility to the production of health and what causes suffering to teachers in their work environments. Therefore, health is not a concept foreign to the subjects; teachers are authorized to say and reflect on what potentiates the activity and which produces pathogenic or paralyzing suffering and illness at work.¹⁶

In this perspective, the proposals and strategies related to the health of education workers must be taken into account as necessary for the execution of a comprehensive care project, especially paying due attention from prevention to assistance, regarding aspects of physical, mental and emotional integrity of the teacher, as a condition for improving educational quality, as explained in the National Education Forum - FNE, held in 2014.

About the results and discussions

The collected results and respective discussions that formed the basis of the research carried out on the teaching illness started from a reflection on the object of study mediated by historical and dialectical materialism, with the aid of Laurence Bardin's content analysis. In this way, they enabled us to reconstruct and understand the reality experienced by completing the three phases recommended by the selected method, which are based, respectively, on pre-analysis, exploration of the material and treatment of the results (BARDIN, 2010).

In summary, we arrived at obtaining, in relation to the descriptors (categories and subcategories) evidenced by the content analysis method, in what was relevant to the research, we list two priority groups, namely: Marxist and non-Marxist. This time, we have an understanding of the role of teaching work in line with the perspective advocated by Dal Rosso

¹⁶ A constante luta e movimentos empreendidos pelos sujeitos na produção de saúde no trabalho são emblemas que não podem ser escamoteados ou tornados invisíveis. É imprescindível dar visibilidade à produção de saúde e àquilo que causa sofrimento aos professores em seus ambientes de trabalho. Saúde, portanto, não é um conceito alheio aos sujeitos; os docentes estão autorizados a dizer e a refletir a respeito daquilo que potencializa a atividade e que produz sofrimento patogênico ou paralisante e adoecimento no trabalho.

et al. (2011) affects the inclusion of this professional in the group of salaried workers, whose role predominates immaterial work and acting as an agent of transformation in society.

As for CAPES publications based on the descriptors teaching sickness and illness, we were able to obtain 15 dissertations. Of these, 4 were outside our time frame of 2008-2016, 6 escaped the proposed theme and only 3 contemplated a critical Marxist reading of the subject, as the other 2 dissertations considered a non-Marxist approach. So that we can, at the end, verify the relevance of not only factually punctuating the existing teaching illness situation in the Brazilian context, but also considering the causes and consequences, as well as the origin of this illness process in order to glimpse possibilities of change in the face of the findings. Continuing the debate on the topic, with a Marxist bias, we analyze the way in which capitalism produces bodies and forms of life in the school's micropolitical space, as well as questioning the organic and medical approach to the problem of teachers' illness, which according to Yonezawa (2008, p. 11-12):

[...] It is about the concrete possibility of transforming reality based on the concomitant transformation of the ways of feeling and perceiving, that we talk about in this work. For this reason, the body was our starting and unfolding point, since our intervention with the teachers and our analysis of the teachers' illnesses had as substrate the subjects of expression, the ethics and the powers produced in the encounters between the bodies.¹⁷

Returning to the context of teaching illness in the public network, but within the scope of elementary school teachers in Minas Gerais, we examine the research by Bastos (2009), in which the author describes and analyzes the situations of teacher malaise and the processes of illness, in which the main factors presented by the teachers, as triggers of their illness processes, are related to the overload and the working conditions existing in the school, especially the double shift, the low wages, the intensification of the teaching functions and activities, the new forms of regulation of school work and the systemic assessment of student performance (BASTOS, 2009, p. 7).

Continuing the analysis, we arrived at the research by Simões (2008), which is not specifically about teaching illness, but was selected because it covers the illness of the worker in the broader context and since the teacher is categorized by the Marxist bias, it is worth

¹⁷ [...] É sobre a possibilidade concreta de transformação da realidade a partir da concomitante transformação dos modos de sentir e perceber, que falamos neste trabalho. O corpo foi, por isso, nosso ponto de início e de desdobramento, já que nossa intervenção junto às professoras e nossa análise do adoecimento dos professores tiveram como substrato as matérias de expressão, as éticas e as potências produzidas nos encontros entre os corpos.

opening this “parenthesis” within our research to conceptualize and reflect searching in the words of the author:

[...] understand the relation between the constitution of the individual's psychic world, that is, the initial formation of the human mind, which is subjective and unconscious, and the occurrence of work-related illness; which is the disease resulting from professional practice. [...] In terms of public policies, it is possible to note the scarcity of specialized services to meet this demand. The identification of such relations between the psyche and work-related illnesses provided subsidies for other ways of apprehending the relations that are established between health and work (SIMÕES, 2008, p. 9).¹⁸

Detailing the research in the SciELO database, we found the presence of 16 published articles, which, as in search in the previously analyzed database, whose apprehended descriptors were illness and teaching illness, we have only 3 publications in the Marxist understanding. Lemos (2011) is announced for highlighting the process of precariousness and alienation in the work of professors at the Federal University of Bahia, from 2005 to 2008. About the conclusions found after his doctoral research, in which he verified the intensification of the work due to, according to the author's words, “[...] several internal and external controls of the meritocratic system, whose demands go beyond the teacher's physical and psychological capacity to respond adequately”¹⁹ (LEMOS, 2011, p. 105).

The study of Silva and Mancebo (2014, p. 479) is about the subjectivity and illness of teachers, when they provide reference in which research subjects are the professors of the Fluminense Federal University, whose main inferences of the authors infer:

In view of university work and practices, limits were found in the creative and singular ways of dealing with adversity, illness and refraction mechanisms that did not result in evident illness, but that involved strong conflicts even subjective divisions.²⁰

Another production, also of Marxist contextualization, is inscribed in Bernardo (2014), verifying the so-called “academic productivism” as a market view guiding the guidelines relevant to public universities in Brazil, characterizing, according to the author, the subjective

¹⁸ [...] compreender a relação existente entre a constituição do mundo psíquico do indivíduo, ou seja, a formação inicial da mente humana, que é subjetiva e inconsciente, e a ocorrência da doença relacionada ao trabalho; que é a doença decorrente do exercício profissional. [...] Em termos de políticas públicas, é possível notar a escassez de serviços especializados para atender a essa demanda. A identificação de tais relações entre o psiquismo e as doenças relacionadas ao trabalho forneceu subsídios para outras formas de apreender as relações que se estabelecem entre saúde e trabalho (SIMÕES, 2008, p. 9).

¹⁹ “[...] diversos controles internos e externos do sistema meritocrático, cujas exigências ultrapassam a capacidade física e psíquica do professor para responder adequadamente”

²⁰ Diante do trabalho e práticas universitárias verificou-se limites nas formas criativas e singulares de se lidar com adversidades, adoecimento e mecanismos de refração que não redundavam em adoecimento evidente, mas que envolviam fortes conflitos senão cisões subjetivas.

precariousness of teachers and leading to illness, especially psychic, due to the wear and tear caused by the intensification of work. In the midst of this process, we have specific actions to dissolve the problem, of an individual and daily nature, when collective actions should be prioritized.

Regarding publications of a non-Marxist character, we have 13 studies to detail, starting with Borsoi and Pereira (2013, p. 1213) whose analysis runs through the university teaching context, especially when it comes to the “parameter for evaluating individual and collective academic performance - which it seems to lead many of these teachers to suffering and becoming ill”.

In this scenario, in an initial contact with the literature pertinent to the subject, we verified that the existence of the teacher's illness at work is a fact. As we are accustomed to the theorists who investigate the matter, we were able to show case studies accompanied by the investigation of field research. As well as giving us the opportunity to go to the origins of the causes that run through the contradictions of a system with a segregating bias, capitalism.

In this way, the gender issue is also associated with the teaching reality and is present in the publications exposed here in a broad and general way, and leads to further study by Oliveira *et al.*, (2012), who through a study with teachers in the health area of higher education in Vitória/ES, by problematizing the female condition, work and leisure, which due to the lack of quality of life lead to consequences such as:

[...] sleep disorders favoring mental illness; excess of work; significant changes in the way it is organized, impairment of social and family interaction, influencing health and quality of life. [...] development of the illness process, with influence on their family, loving, social, environmental and professional life, with loss of quality of life (OLIVEIRA *et al.*, 2012, p.7 41).²¹

Continuing with the question raised, which deals with the quality of life at work and illness in higher education, the research by Pizzio and Klein (2015), fits in this scope, applied to professors at the Federal University of Tocantins, therefore in the Northern region of the country, the differential is the acquisition of Quality of Life at Work - QLW. Regarding the sampled results in addition to other factors, we highlight the conclusion:

[...] the greater the integration of the teacher's life project with the institution, the greater the QLW, even in unfavorable working conditions. On the other hand, the greater the distance between the personal/collective project and the

²¹ [...] distúrbios do sono favorecendo doenças psíquicas; excesso de trabalho; alterações significativas na forma de organização do mesmo, comprometimento da interação social e familiar, com influência sobre a saúde e a qualidade de vida. [...] desenvolvimento do processo de adoecimento, com influência sobre a sua vida familiar, amorosa, social, ambiental e profissional, com perda da qualidade de vida (OLIVEIRA *et al.*, 2012, p.7 41).

institutional objectives, the smaller the QLW becomes” (PIZZIO; KLEIN, 2015, p. 493).²²

Assunção and Oliveira (2009) highlight the intensification of teaching work linked to the illness of professionals, given the processes of educational reforms linked to management standards, already mentioned in Piolli *et al.*, (2015), but now leaving higher education and also encompassing basic education, listing, according to the authors, the “environmental and organizational determinants”.

As we have seen, the dissertations, theses and articles sampled are consistent with patterns that move between epidemiological, ergonomic or even critical methodological descriptions, such as those who venture a Marxist reading of reality, and therefore us as a resource for examination the historical and dialectical materialism.

This time, intensification, precariousness, wear, predominance of gender, overload, therefore, illness are, among other themes, constantly reiterated in the writing of the listed authors. A fact that does not differ from the selected bibliographic literature, especially as regards the interpreters in Mészáros, Paro, Dal Rosso and Saviani who update us in the face of the interpretation of contemporary reality and the setbacks that the capitalist system poses, leading to the theme of teaching illness.

According to Mészáros (2008), it is necessary to demonstrate a new sociability for the conquest of different work relationships, for him, communism. This postulate that the thinker defends when raising the negativity of alienation as an instrument of indoctrination and internalization of the dominant ideology that remains in power from the exploitation of the work of others. As the Hungarian philosopher explains:

[...] formal educational institutions are certainly an important part of the global system of internalization. But only a part. Whether or not individuals participate for more or less time, but always in a very limited number of years - from formal educational institutions, they must be induced to an active (or more or less resigned) acceptance of the dominant guiding principles in their own in society itself, adequate to its position in the social order and according to the reproductive tasks that have been assigned to them (MÉSZÁROS, 2008, p. 44).²³

²² [...] quanto maior a integração do projeto de vida do docente à instituição, maior é a QVT, mesmo em condições de trabalho desfavoráveis. Por outro lado, quanto maior for o distanciamento do projeto pessoal/coletivo dos objetivos institucionais, menor se torna a QVT” (PIZZIO; KLEIN, 2015, p. 493).

²³ [...] as instituições formais de educação certamente são uma parte importante do sistema global de internalização. Mas apenas uma parte. Quer os indivíduos participem ou não por mais ou por menos tempo, mas sempre em um número de anos bastante limitado – das instituições formais de educação, eles devem ser induzidos a uma aceitação ativa (ou mais ou menos resignada) dos princípios orientadores dominantes na própria na própria sociedade, adequados a sua posição na ordem social e de acordo com as tarefas reprodutivas que lhe foram atribuídas (MÉSZÁROS, 2008, p. 44).

In this context, the reality and ideological domination that the capitalist system engenders is sustained, and the teaching worker as a member of the working class in the middle of the class struggle, as Paro (2015, p. 74-75, author' highlights) describes this relationship taking into account the Marxian concept that work is an activity oriented towards an end, so that the correlation of its elements, which are the work force and the means of which lead to the product:

For reflection on education as a work process, it is important to name the elements that are present in all human work, that is, the *means of production* and the [...] *workforce* [...] the means of production are subdivided into: *work object* and *work instrument*. [...] product that you must offer: the educated student.²⁴

Thus, the culture that is incorporated into the personality of the student is what makes the work of the educator unique, because unlike manual work, it requires the teacher, above all, intellectual effort that, according to the same author and work, arouse the interest of the student to appropriate knowledge, the result of historically accumulated achievements by humanity ontologically.

As Dal Rosso (2008, p. 144) also explains: “Immaterial work has different impacts than material on the employee, due not only to the type of service performed, but especially to the determinations to which the worker is subject”²⁵. According to Saviani (2006), the school is configured in contemporary times as this space for the socialization of systematized knowledge, and the appropriation of this systematized knowledge, even though it is a right acquired by the working class today, the system reserves these acquisitions for a small portion. Starting with the working conditions of public school teachers that lead to physical and mental exhaustion, confirmed by the case studies exposed in the articles and dissertations evidenced for this research.

In this environment, systematized knowledge, whose guarantee should be safeguarded to the working class, due to its availability in the public school, is in a quality below the ideals when compared to the private school. And, above all, in conditions that cause the worker to become ill, as much or more than the industrial worker. With regard to these working conditions, which lead to illness in the act of the immaterial production of the teacher, we

²⁴ Para a reflexão sobre a educação como processo de trabalho, é importante nomear os elementos que estão presentes em todo o trabalho humano, ou seja, os *meios de produção* [...] e a *força de trabalho* [...] os meios de produção se subdividem em: *objeto de trabalho e instrumento de trabalho*. [...] produto que lhe cumpre oferecer: o aluno educado.

²⁵ “O trabalho imaterial produz impactos distintos do material sobre o empregado, devido não apenas ao tipo de serviço realizado, como especialmente às determinações a que sujeita o trabalhador”

include the intensification of work that the capitalist system emphasized in the labor categories as a whole. About this immateriality of the teaching work and the consequences that the intensification brings to the health of the teacher and brings with it a high incidence of medical certificates, absences, accidents and diseases (DAL ROSSO, 2008).

Regarding this process, we have an exhibition on the results-based management model that runs through the different levels of education, from basic education to higher education, in accordance with the explicit case studies expressing demands, by pace, speed, management by results and versatility, depending on the excerpt below. Unlike control of rhythm and movement, management by results is a modern technique of work rationalization that allows to stimulate both tangible results and other types of results in which the cognitive and emotional components of the worker are involved (DAL ROSSO 2008, p. 191).

Relevant to the literature review and supporting us in the results and discussions, we could verify the pertinence of establishing the relation between work and health, when teaching, we have the composition of the teacher's immaterial work, according to Dal Rosso (2008), with the professional being highlighted public network, but without losing sight of the private network professional.

In this context of reality dominated by capital, whose mode of production is sustained by the intensification of the exploitation of man by man, according to Mészáros (2008). So that we can consider as relevant to the research the intensification of the teaching work and alteration of the health-disease conception, as in the exposed below.

The teaching work involves elements typical of physical exhaustion, as well as the pressure of more results. A good number of the consequences of teaching working conditions on teachers do not present a different picture from the traditional problems experienced by workers in the field. [...] Another set of declared symptoms, however, reveals the effect of prolonged intellectual work, typical of the profile of diseases resulting from work subjected to strong pressure for results, with attribution of responsibilities, with high degrees of flexibility and versatility: among them are stress, chronic gastritis and repetitive strain injuries (DAL ROSSO, 2008, p. 146).²⁶

So that we have as a fact the teaching sickness found in all the case studies analyzed, facing the causes and consequences of a mode of production that excels in a management in

²⁶ O trabalho docente envolve elementos típicos do desgaste físico, como também de decorrência da pressão por mais resultados. Um bom número das consequências das condições de trabalho docente sobre os professores não apresenta um quadro diferente dos tradicionais problemas sentidos pelos trabalhadores do ramo. [...] Outro conjunto de sintomas declarados, no entanto, revela o efeito do trabalho intelectual prolongado, típico do perfil das doenças decorrentes do trabalho submetido a forte pressão por resultados, com atribuições de responsabilidades, com altos graus de flexibilidade e versatilidade: entre eles estão o estresse, as gastrites crônicas e as lesões por esforços repetitivos (DAL ROSSO, 2008, p. 146).

search of results (PARO, 2015). Also confirmed by articles and dissertations analyzed, as well as the predominance of the female gender in the category, therefore, in a persistent situation of health compromise of work origin that ranges from basic education to higher education, confirming our initial hypothesis.

Regarding the proposals suggested by the authors, we have possibilities for assessing the levels of illness and the lack of quality of life for teachers, however only studies with a bias based on historical and dialectical materialism are critical of the system from which originate the processes intensification and exploitation of the worker.

In this way, our reflection led us to consider that for the formulation of proposals with truly significant changes, we suppose the overcoming of capitalism and the consecration of another sociability. For, even though the school is an instrument of this system, through the ideological domination of the hegemonic class that exploits the working class, still the role of the teacher becomes singular and not in the character of transmission, but of appropriation of values that demand changes in the *status quo* (MÉSZÁROS, 2008).

Final considerations

The present study made it possible to know the causes and consequences on the subject of teaching illness through a bibliographic review based on the understanding of the phenomenon from the dialectical historical materialism and with a time frame from 2008 to 2016. The choice for a bibliographic review used for this study is it justifies by the pertinence of the theme, given the confirmation of the hypothesis of persistent teaching illness, however there is only a small amount of publications (articles and dissertations) that address the theme, as well as a scarce bibliography of critical authors on the subject.

Given the verification of the 31 publications that met the inclusion criteria of the sample of this research, among articles and dissertations collected from the SciELO and CAPES database for the period from 2008 to 2016, only 6 studies covered the Marxist bias as a critical reading of the object studied. When considering the use of the method of understanding historical and dialectical materialism as a prerequisite for a critical reading about reality, we have, therefore, verified the compromise of the teacher's health caused by his work.

Therefore, it is reinforced that this study does not end the discussion, but the opposite of this, highlights evidence of the indispensability of more research to deepen and search for answers that help in a better understanding of the object studied, the teaching illness. In order to do so, we shed light on the persistence of evidence, in search of alteration and overcoming

the reality, given the condition verified by the author, this research is in line with the perspective treated by Dal Rosso (2008, p. 194):

[...] The immateriality of work leads to the observation of new impacts on the bodies and minds of employees. Like all types of work, services have their own forms of intensification that produce effects on the bodies and, especially, on the workers' psyche. This research proposes groups of illnesses, accidents and sickness symptoms typical of work in intensified service activities.²⁷

That said, it is worth considering the research actions and proposals, which verified projects to improve the quality of teaching life, to be praiseworthy, as they are valid and pertinent, however we understand that they are palliative actions and, therefore, do not aim to destroy the bases that support the condition of exploitation, the capitalist system.

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