

THE IMPACT OF THE PANDEMIC ON BRAZILIAN BASIC EDUCATION TEACHERS: LITERATURE REVIEW

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ABSTRACT

This article is about the impacts of the Covid-19 pandemic on Brazilian Basic Education teachers, as investigated by research conducted between 2020 and August 2022. The objective is to identify what was being published about the relations between the pandemic context and Basic Education teachers, with a view to identifying possible needs and gaps in research and contributing to the professionals' work in related areas. The method used was a literature review, through the analysis of 27 articles. The basis used for the analysis was Historical-Cultural Psychology, Historical-Critical Pedagogy, and Historical-Dialectical Materialism. The conclusions pointed to insufficient measures to confront the pandemic in education, contradictions between the "teaching" model adopted and the educational reality, and the increase in the precariousness of teaching working conditions, configuring a risk of suffering and mental illness on the part of these professionals.

Keywords: pandemic; basic education; teachers

Impactos de la pandemia sobre profesores de la educación básica brasileña: revisión de literatura

RESUMEN

En el presente artículo se trató de los impactos de la pandemia de la Covid-19 sobre los profesores y profesoras de la educación básica brasileña, de acuerdo con lo investigado por las investigaciones conducidas en el período entre 2020 y agosto de 2022. El objetivo es identificar lo que se estaba publicando acerca de las relaciones entre el contexto pandémico y los profesores de la educación básica, con vistas a ubicar posibles necesidades y lagunas en las investigaciones y contribuir para la actuación de los profesionales de las áreas afines. Se utilizó el método de la revisión de literatura, por intermedio del análisis de 27 artículos. La fundamentación utilizada para el análisis fue la Psicología Histórico-Cultural, la Pedagogía Histórico-Crítica y el materialismo histórico-dialéctico. Las conclusiones apuntaron para medidas insuficientes de enfrentamiento a la pandemia en la educación, contradicciones entre el modelo de "enseñanza" adoptado y la realidad educacional y aumento de la precarización de las condiciones de labor docente, configurando riesgo de sufrimiento y enfermedad psíquico por parte de esos profesionales.

Palabras clave: pandemia; educación básica; profesores

Impactos da pandemia sobre professores da educação básica brasileira: revisão de literatura

RESUMO

O presente artigo tratou dos impactos da pandemia da Covid-19 sobre os professores e professoras da Educação Básica brasileira, conforme investigado pelas pesquisas conduzidas no período entre 2020 e agosto de 2022. O objetivo é identificar o que estava sendo publicado acerca das relações entre o contexto pandêmico e os professores da Educação Básica, com vistas a situar possíveis necessidades e lacunas nas pesquisas e contribuir para a atuação dos profissionais das áreas afins. O método utilizado foi a revisão de literatura, por meio da análise de 27 artigos. A Psicologia Histórico-Cultural, a Pedagogia Histórico-Crítica e o materialismo histórico-dialético foram a fundamentação utilizada para a análise. As conclusões apontaram para medidas insuficientes de enfrentamento à pandemia na educação, contradições entre o modelo de "ensino" adotado e a realidade educacional e o aumento da precarização das condições de trabalho docente, configurando risco de sofrimento e adoecimento psíquico por parte desses profissionais.

Palavras-chave: pandemia; educação básica; professores

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INTRODUCTION

In the beginning of 2020, the Brazilian government declared a state of public health emergency due to Covid-19, caused by the SARS-CoV-2 virus. With the need to produce measures to stop contamination, Brazilian schools closed down and everyday life activities in school communities were reorganized. A little over two years after the pandemic, schools reopened and went back to onsite operations. However, the effects of the pandemic on education might last long. In this sense, it is important to investigate the determinations of Brazilian educational reality, especially at this historical moment.

According to the Inep (2022), Brazilian basic education promotes a considerable number of enrollments, including over 26 million students. In addition, it is the level of education with the greatest number of institutions (178.4 thousand) and, consequently, teachers (2.2 million). If we consider the other functions that coexist with the teachers and students in the educational system, we will be dealing with a significant portion of the country's population.

Based on the references of Cultural-Historical Psychology, and of Critical-Historical Pedagogy, Critical-Historical Pedagogy, it is possible to understand that education takes place at learning institutions by means of the educational duo formed by teachers and students. The product of the teachers' work is the humanization of individuals by means of the transformation of psychism that ensues the appropriation of knowledge historically accumulated by humanity (Martins, 2001). In this sense, it is regarded as fundamental that professionals and researchers aim at getting to know, from different perspectives, that factors that determine the practice and the subjectivity of teachers.

However, during the pandemic, it was possible to verify a scarcity of research works that investigated the impacts of Covid-19 in education, with an emphasis on teachers. During a search at the journal portal of the CAPES¹, in 2022, after relating the terms that were associated to the pandemic and Brazilian education, it was possible to find thousands of scientific productions; when teachers were particularly researched, this number dropped drastically to just a few dozens.

The present article aims, therefore, at identifying, in the literature that was produced in the initial period of the pandemic, what was published on the relations between the pandemic context and the teachers in Basic Education. Thus, there is an attempt to determine possible needs and blank spaces regarding research works in the period, in addition to contributing to the practice of Basic Education Professionals.

METHOD

This study consisted of a literature review and aimed at synthesizing and analyzing scientific production on the proposed theme. A search was realized, in the 7th of August, 2022, by means of the CAFE² access, in the journal portal of the CAPES, using the following search words and Boolean operators: any field that contains "educação básica" OR "basic education"; any field that contains pandemi* OR covid* OR coronav*; any field that contains Bra?il; and any field that contains professor* OR teacher OR docent*. The decision to search for the keywords in any field – even if the words were present in the title or in the body of the text, rather than in the topic – aimed at collecting the greatest possible number of publications. In addition, at the moment of the search, the following filters were applied: works published between 2020 and 2022 until the search date, only in the article category.

With these search criteria, 64 publications were found, and researchers selected for analysis only the publications on the teachers in Brazilian Basic Education and their relation with the Covid-19 pandemic. Especially the ones that approached the impact of the pandemic on teachers in all areas of knowledge. By means of a reading of the abstracts, researchers realized an initial screening regarding the articles' main objectives, and concerning abstracts that did not lead to an elucidation on the them, the texts were full assessed. The articles that were repeated, that did not approach Basic Education, that were not from Brazil, or that only punctually mentioned teachers, were dismissed. After a full reading of all publications in this stage, only 27 articles were left for analysis (attached references).

Subsequently, there was a description of the most important characteristics of the publications: area of knowledge, institutions of origin, year of publication, nature of the study and objectives. Based on the full reading of the articles, with an emphasis on the relations between the teachers and the context of the pandemic, and on the results and themes approached in the articles, four analysis categories were elaborated. They synthesize the determinations of the reality of the teachers' practice in the referred period. Thus, supported by Cultural-Historical Psychology, by Critical-Historical Pedagogy and by a historical-dialectical materialistic view of reality, the discussion aims at analyzing what the collected publications have to say about: social, political, and economic aspects of the pandemic period; institutional relations at school and emergency remote education (ERE); the work conditions for teachers; the psychological and quality-of-life aspects. The presentation of results aimed at portraying the contents of the publications in a synthetic and critical way.

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² Federated Academic Community. The used access was the one that was licensed by the Federal University of Paraná.

RESULTS AND DISCUSSION

General characteristics of the publications

Concerning the area of knowledge, the 27 analyzed articles were distributed in the following way: health or epidemiology (1, 3, 5 and 22)³; education, with research specifications on the teaching of geography (12,15, 26), of history (27), basic education (17,19, and one on teaching methodology (20). There was one publication on Digital Technologies of Information and Communication in Education (8). The works numbered as 2,9,11, 18, 21, 23 and 25 approached education in pandemic period in a comprehensive way; numbers 4 and 16, the interface between education and labor and, specifically on teachers' work, 5 articles were found (6,7,10, 13 and 14). There is only one study in a philosophy journal that proposed a reflection on expectations at the beginning of the pandemic and the return of onsite classes (24). Regarding the date of publication, most articles (17) were published in 2021, using data collected during the initial period of the pandemic. Only two articles are from 2020 and, until the moment of elaboration of this article (August 2022), 2022 had 8 publications.

Concerning the distribution of the publications between the Brazilian regions, the highlights are: the Southeast with 16 publications; followed by the Northeast, with 4; there were 3 for the Mid-West; 3 for the South, and 2 for the North. Most of the works come from public universities and institutions, with a highlight on the Universidade Estadual de Montes Claros (MG), institution of origin or participation in four of the articles (1, 3, 5 and 22). These works are part of a wider research, which analyzed data collected from 15.641 teachers from Minas Gerais. In this study, based on the association of different variables, it was possible to outline a scenario, portrayed in the four publications on the situation of teachers in the state of Minas Gerais, in the areas of health and epidemiology.

Regarding the employed method, among the articles of theoretical nature, one is a theoretical study associated with documental analysis (7), two were only theoretical (6,24), while one of the works realized a bibliographical survey based on other research works (14).

It is considered that, despite the incidence of other pandemic throughout the history of humanity, Covid-19 brought along the need for producing specific combat measures, at a historical moment in which the upper classes navigate the capitalist crisis by means of the over-exploitation of the working class and the deterioration of the material conditions and possibilities to exist for most of the population (Antunes, 2020). In this sense, the production of knowledge by the analyzed publications was also based on material reality, which is reflected

³ The articles are duly listed in the appendix, at the end of the article.

in the nature of the articles: most of the articles (23) used empirical data, which were obtained by means of interviews, electronic questionnaires and a survey, with a diversified number of participants. There are research works with the participation of fewer than 100 teachers (11,13,15,19,23,25,26,27); others had the participation of 101 to 502 teachers (2,4,8,9,10,20,21); article 17 researched 1.016 individuals; and text 18 worked with 3.253 participants. Finally, there were research works that included over 15 thousand teachers (1,3,5,16,22). Only one research work does not specify the number of involved people (12).

It is possible to highlight the fact that most of the research works were of great territorial coverage, while 11 were of state level, 9 included multiple states or national level, and 3 referred to specific locations. Thus, it is also important to consider the networks of education and the educational modes that were studied in the empirical research works. Still regarding the coverage of the studies, it was possible to verify that only two of them restricted themselves to a single educational mode, child education (18) and the initial years of Basic Education (23). Four other texts were dedicated to Basic Education and High School (11,17,26,27), and one of them included the Education of Young People and Adults (26). In addition, 8 research works approached Basic Education from Child Education until High School (2,4,5,8,9,16,22,25), and 9 research works did not specify the stages, mentioning only "Basic Education" (1,3,10, 16, 22, 25). Finally, among the empirical studies, 35% studied the public education networks, 1.4% studied the private network, other 35% researched both public and private networks, and 26% of the publications do not specify the types of network that were contemplated in their research works. Such data provide evidence that, during the pandemic period, the general movement was towards the realization of wide research works, regarding educational stages as well as the studied locations. And what was researched?

In order to respond to the social needs created by the pandemic context, the research works investigate different aspects of the reality of teachers in Basic Education. The publications obtained in the realized search analyze data and produce considerations on the following objects of study: prevalence of participation of teachers in social isolation and the involved variables (1); challenges, feelings and consequences of the pandemic period for teachers (2,11,23); socioeconomic, and occupational characteristics and self-reported health conditions that are associated to the reduction of the family income of these professionals during the pandemic (3); remote and distance working conditions, according to the impositions for teachers in Basic Education during social isolation (4,12,13,14,15,16,18); organization of the teachers' practices during the pandemic (20); dissatisfaction with work and associated

variables (5); jeopardizing of teachers' practices in the neoliberal, and the teleworking context (6,7); emergency remote teaching and its impact on pedagogical practices (8, 9, 10, 25); articulation between digital culture, pedagogical resources, and emergency remote education (21); psychological suffering for teachers during remote education (10); relation between health variables, work conditions, use of digital pedagogical resources, life style and emotional aspects of the nutritional habits by teachers (22); current historical context and possibilities for return to onsite classes (24); specific relations of the pandemic with Physical Education (17,19), Geography (12,15,26) and History (27).

Although the objects of the analyzed articles are quite diverse, there are some elements that are common to most articles, especially when it was possible to become acquainted to the teachers' opinions by means of dissertation questions in the forms and interviews. These elements are related to the results of the analyzed research works and also to the background in which the investigations took place, that is, in the context in which the teachers were inserted and in which they worked and produced their lives. Thus, considering the reality that imposes itself and the need for analysis mediated by abstraction to discover determinations (Bulhões & Martins, 2018), The following publications are discussed.

Social, Political, and Economic Aspects

The increase in social inequality during the pandemic period was made evident by the publications. In some Brazilian municipalities, there was a reduction in working hours, dismissals, and suspension of salary payments for teachers, even though they were in statutory regime (7); in addition to the temporary breaking of contracts in the pandemic period. According to publication number 3, there was a reduction in the family income of approximately 40% of the teachers who were studied in this research, regardless of their income before the pandemic and type of contract. One possible cause for this is the decrease in salary or even the increase in unemployment rates among family members, resulting in the need for teachers to become providers at home (3).

Regarding governmental measures, some analyzed publications contextualized or discussed educational public policies before and during the pandemic. Regarding combat measures against the virus (contamination concerns, disease level of seriousness, treatment and vaccination), Saviani and Galvão (2021) affirmed that the Bolsonaro government made decisions that contributed to further contaminations, by means of the publication of fake news and the systematic denial of the seriousness of the disease, which was also pointed out in the publications 1, 7 and 25.

The immediately previous context to the pandemic was already a context of loss of rights. Thus, Souza (2022) points at the neoliberal policies that were implanted in Latin America in the last decades, including labor and

social security reforms that intensified the deterioration of work contracts and of quality of life for the population in general, reforms were also mentioned by publications 6, 14 and 27. In education, there was the limitation of public expenses, resulting in lack of investments in the area (11), while the reform in social security also affected teachers as it increased the minimum age and time of contribution until retirement (7). In view of the precariousness in education that the country was already going through, the COVID-19 pandemic would certainly not make things easier.

Since the 1980s, according to Saviani (2020), the Brazilian educational policies subscribe to the immediate approval of legislative measures whenever there is a problem, without a deeper analysis of the conjuncture and of the real necessities of the population. In this sense, article 16 affirms that the decision by the National Educational Council, which establishes guidelines for the implantation of the ERE in order to replace onsite classes, does not imply the need to guarantee minimal conditions to do so. Article 20, in turn, criticizes the Ministry of Education and its failure to coordinate and organize the related instances of thinking and planning for the pandemic period, whereas article 15 affirms that the state and municipal spheres were not prepared to realize the necessary adjustments for the implantation of ERE, something that opened the doors for companies to offer their services and platforms, reinforcing the mercantilization of education and the underappreciation of teacher knowledge by means of the availability of ready-to-use materials (article 6).

Some publications also provided evidence of the inequalities and difficulties faced by the families of the students (12 and 24), and the distance that exists in reality between education and the technology available at public schools, which allows us to say that ERE is an excluding, elitist practice (11,12 and 27). This conjuncture results in an education that thoroughly fails to meet its own pre-established objectives (Saviani & Galvão, 2021). This context exposes teachers to exhaustion as a result of the effort that necessary when it comes to educating people in adverse conditions, according to what we will see in the following parts of this article.

Institutional school relations and ERE

Concerning the implantation and execution of Emergency Remote Education (ERE), 21 articles discussed the theme. The imposition of ERE led to difficulties in the maintenance of autonomy and protagonism (25) of the teaching practice as a development of pedagogical practices because of the vertical decisions that were made on the need to use information technologies (8,14,18,20). According to Souza (2010), "teachers are regarded as a fundamental element in the success of a public policy, but research demonstrates that these professionals have had little participation in the discussion (...) on the planning and implantation of any

studies policies” (pp. 138-139). Within the educational institutions, this hierarchization reproduces itself in the pedagogical proposals, which raises issues, resistance and discomfort among teachers.

Although the ERE did not take place only by means of digital technologies, the publications assessed here approach this dimension in particular. Some of the articles approach the use of digital technologies as a necessity that was accelerated by the pandemic, but that found obstacles in the lack of formation (4, 8, 18, 25) and by access difficulties (2,9,12,25). Such difficulty is related to the lack of suitable equipment (at school or among education professionals and students) in addition to the availability of transmission services and internet access. The issue of accessibility was a strong argument on how the adoption of ERE would lead to an excluding education, especially in the realm of public schools.

Considering the massive use of the so-called Digital Information and Communication Technologies (TDICs), researchers problematized the lack of previous formation or reflexive capacitation, which often leads to a simple transposition of techniques for the transition from the onsite to the virtual (8,15). Another criticism refers to ERE (9) itself, which does not configure online education, or Distance Education (EaD), because it already has developed strategies, tools, and pedagogical support that make it a particular, pre-established mode, especially in university education. Thus, by considering Child Education and the Education of Young People and Adults (EJA), the difficulties got more intense.

Publications 9 and 26 highlighted the individual factors of difficulty to keep up the quality of ERE, as lack of interest by students, and also of autonomous study habits, in addition to the lack of suitable facilities and family support (18). Articles 16 and 18 explored other difficulties, among teachers this time, with the sharing of equipment with other people in the household and the need to develop adapted materials for students with special educational needs. It is possible to highlight the fact that, in article 18, on the teaching of physical education, the difficulty to realize activities during the pandemic, for teachers and for students, due to the particularities of the discipline.

The report of teachers on the ERE, of the analyzed research works, provided evidence for a questioning of pedagogical practices and the meaning of the teaching practice (13, 4), as well as the feeling of responsibility for learning, which was on the shoulders of professionals (5). As a consequence of the new form of possible interaction in this model, teachers feel insecure regarding the ERE imposition (15), to the point of questioning their own autonomy, qualification, and capacity to mediate the relation between teaching and learning. Teachers were often accused of keeping the onsite learning logic and if using the traditional transmissibility of content (20).

In the problematization of the pedagogical practice

(19), digital education is also understood as a limitation to the teaching practice (20). Publication 21, for example, questioned the materialization of the teaching practice in online environments, making it a pedagogical challenge and highlighting the need to reconfigure teaching in view of the demands of a networked society, and of the conclusion that there is a dialogical basis for the use of Digital Pedagogical Resources (RPD). On the other hand, article 23 questioned schooling out of school, because the meeting promoted within schools led to reflections on the amplification of school activities beyond the family environment and on the development of new roles for students; and that digital resources limit these experiences regarding the separation between family and school, especially for the Child Education public until the initial years of Basic Education.

In these positions, it is possible to see the role played by teachers according to constructivism and by the pedagogy of competences, which is the basis for the National Common Curricular Basis: this professional must elaborate learning situations in which children must solve problems proposed by the teacher in order to develop skills (Eidt, 2010). Taking this thought into consideration, it becomes possible to understand why, in many cases, the pedagogical efficacy of ERE was not discussed, only the need to have access to resources, because the physical presence of the teacher as a mediator became secondary. Article 23 seemed to go against this conception, because for Critical-Historical Pedagogy, the mediation that the teacher realizes between students and scientific knowledge is fundamental. Thus, education cannot happen without presence (Saviani & Galvão, 2021).

Finally, regarding the implantation of ERE, there was the recognition of teachers as political agents (23), as well as attempts to strengthen the exercise of practices of reorganization and democratic management (24). Historically, teachers put up a real fight for the democratization of schools, but there is still a lot to do in order to make it a reality (Souza, 2010). In addition, in articles 9, 18 and 24, there was still a reflection on the return to onsite mode, with special attention to assistance and emotional support for students.

Working conditions for teachers

Out of the 27 analyzed articles, 19 approached the theme of conditions for teachers' work. Some articles problematized the deterioration (3, 5, 6, 13, 14, 25, 27) that was a result of changes in the labor legislation and the process of underappreciation of education professionals in the Brazilian context (15), including salary reduction (18), by decreasing working hours or by dismissal. The publications pointed at the flexibilization of the regimes for hiring teachers, especially for those with less time for formation and reduced weekly hours (3), and pointed at the lack of perspectives for salary changes (24).

The analyzed articles also affirmed the complexity

of the teaching activity (1, 12), because there is an accumulation of tasks and multiple functions (11), resulting in overload (10, 11, 13, 16, 27), even before the pandemic period. With the imposition of the ERE, there were changes in the teachers' working conditions (7, 8, 11, 12, 13, 17), especially regarding unpaid overtime hours. Article 13, for example, affirmed that teachers dedicated more time during the day to professional activities, producing more flexibility regarding the organization of work time in order to respond to the needs of students and their families, in order to participate in meetings and make plans also at alternative times. Also, they realized more than one task simultaneously, in addition to being required to be available at any time (11), which is in accordance with the statement by Antunes (2009), so that the more complex the work is, the more intense it gets within the same period of time. However, the realization of several simultaneous tasks might produce the illusion of time gain, when in fact, it is harmful the health and energy of teachers (13). The need to conciliate domestic/family life with remote work was also a difficulty that came up for teachers, according to what was discussed in two studies (11,12), which has a relation to the feminization of the work of teachers (10, 14), because the gender inequality that is present in society attributes to women the responsibility for domestic chores and the caretaking of children and the elderly (18).

In the research work presented by article 5, "almost 80% of the investigated teachers were not satisfied with their jobs during the pandemic" (p. 6123). Among other related factors, not having a computer or having limited access to computers (for example, sharing it with other members of the family) dissatisfaction and indifference regarding their professions were also mentioned. In addition, dissatisfaction was also mentioned in other works, and it was connected to psychosocial and emotional aspects in combination with deteriorated working conditions (5,17,25,27). According to the publications, such dissatisfaction contributed to the physical and mental illness of professionals (1,12).

Based on the imposition of remote work, the teachers who participated in the surveys reported specific consequences for their activities: greater pressure for individualized service, in addition to the increase of criticisms to pedagogical proposals (11); the placing of responsibility on teachers regarding the effectiveness of teaching (5); preoccupation by society regarding the students' learning (11,14), at the expense of the conditions for the professionals' development of activities or mental health (11); flexibilization of the calendar of the school year and of the hours and pressure to return to onsite mode (14), disregarding the safety of professionals. The teachers were also responsible for the availability of equipment, internet connection and everything else.

The previously mentioned verticalized decisions that were made by governments and/or private education institutions (7, 15, 20), produced an unwanted distance between teachers and their practice (13, 25). It made things more difficult for the collective identification and of resistance against the imposition of measures and deterioration (6, 20), although there were complaints by the unions (7, 13). Some publications, at last, defend the need for continued formation (12), especially regarding practice with TDICs (8), criticizing the hasty way in which digital technology was massively used (8) and the lack of regulation on teleworking (7) in the new forms of organization in the virtual realm (13).

Saviani and Galvão (2021) emphasize the fact that, even if it is to be used in exceptional, emergency situations, it would be necessary to provide minimal conditions for the implantation of "remote education". For example, access to resources, professional capacitation for the execution of activities, suitable environment for work and so on. Therefore, what was actually observed was that such conditions were not provided, which aggravated the reality that was already bad for teachers: the risk for physical and psychological illness.

Psychological, and quality-of-life Aspects

Out of the assessed publications, 18 presented psychological and quality-of-life aspects for the professionals in question. Regarding health aspects in general, the publications raised data that referred to difficulty do sleep of bad sleep quality (1,13,17). The research works in articles 1 and 17 pointed at such difficulties as relevant in their results, and the possible cause was attributed to changes in the perception of time and the prolonged use of screens (13). Other reported elements were obesity (17), wrong posture connected to the use of screens in a sitting position (13,17,22), alcohol drinking (5,17,22), tobacco smoking (5, 2) and sedentarism (17,22). The texts also presented, in the results of their research works, the perception that there had been a loss of quality of life for professionals (1,10,11,12,13,15,17). Preoccupation with their own health and the health of family members with the risk of contamination and comorbidities was also mentioned in some publications 4,12,15,17 e 18.

Among mental factors, in general, participants mentioned: tiredness, fatigue, physical or mental deterioration or exhaustion (2,5,10,11,13, 15,17,18, 27); stress (10,17,27); anxiety (2, 10, 15, 22, 24); episodes of sadness (1, 18) and depression (17, 22); anguish (2,18,27); fear and despondency (25); impotence (2, 15); frustration (11,18,27); dissatisfaction (5,17,27). Concerning domestic life, the publications mention the issue of overload related to the unequal sharing of responsibilities among males and females and gender inequality against women in the distribution of activities in private lives and work, according to what was previously mentioned (10,13,14,18,22). In addition,

the fusion between the domestic and the professional environment had an effect on family relations (10,12,13, 18,20,22,23,27). Another raised issue was the lack of privacy (22,25,27), in addition to the overload caused by the execution of multiple tasks and the demands for professional availability, participants also mentioned working conditions (5,10,11,12,15,20,22,27).

Going deeper into the psychological impact of ERE, according to the analyzed publications, isolation and loneliness were significant suffering factors (10,12,15, 18, 24). Regarding the practical effectiveness of ERE, the publications emphasized the frustration of teachers with remote education, which they thought was excluding by nature (11,12,25,27), in addition to the preoccupation with teaching activities and learning processes with the students (2, 15), and with the students' families (4,18,25).

Consequently, there are questions regarding the relation between the meaning of work (10) and professional identity (27). Emotional ambivalence was mentioned because although they felt motivated to reach their educational goals and received a certain degree of recognition by some families and colleagues, teachers also felt tired (13) and afraid of losing their jobs (18). The publications presented, as results, the difficulties to establish connections (25), felt by the teachers and the fight for meaningful work (10,13,25, 27). In this direction, the obtained works, and the work conditions were presented as possible generators of suffering (25).

Because it was a non-material activity, the educational work is connected to the psychology of teachers and students, so that production and product are inseparable (Saviani & Galvão, 2021). In this sense, the subjective conditions of teachers are fundamental determinants of results in their work (Martins, 2001). Due its non-material work nature, the subjective engagement by teachers as workers might produce suffering (13), but in general, such suffering is individualized, when in fact it is produced socially.

Now, in order to satisfy their needs, individuals need to identify the concrete conditions that will lead to the achievement of objectives, and they also need to constitute a reason to take action (Leontiev, 2021). For Cultural-Historical Psychology, psychological suffering in its relation with work might take place due to the impossibility of realization of a given activity according to the individual who idealized it (Silva, 2012). This can be caused by objective or subjective conditions, and the consequent importance of getting to know a phenomenon that goes beyond the empirical individual. When they are unable to do their jobs the way they want to do it, teachers need to put up a greater effort in its realization, which leads to the risk of illness (Assunção & Oliveira, 2009).

As measures to confront the identified difficulties, some articles pointed at the need for strategies of

support and health care (1,10), such as the maintenance of leisure time activities and quality time with the family. Article 27 questioned the news broadcast by the media according to which the only reliable resource is the teachers' will to overcome difficulties and teachers are expected to be unusually creative, productive, and active. According to Souza (2010), suffering and illness among teachers is an expression of the contradictions faced at work, and it becomes necessary to recover collective strategies for confrontation, which is something defended by publication 13. Finally, publication 10 points at the need to reconfigure the work, but it questions its possibility in the current context of deterioration.

FINAL CONSIDERATIONS

The analysis of the articles led to an identification of the parents' lack of preparation, from a political and administrative point of view, for decision-making on the way to conduct the sanitary crisis that caused so much suffering to the Brazilian people in the Covid-19 pandemic. Such decisions involved, for example, the delegation of responsibilities to states and municipalities in the election of educational measures that combined health safety and the maintenance of activities in the educational institutions. In view of such diversity, 2020 started with the suspension of onsite classes, the adoption of ERE and the placing of responsibility on schools and teachers for the mediation of learning processes.

In this scenario, under the imposition for the use of TDICs, there was evidence of social inequality regarding access and conditions for the use of equipment, internet connection, and pedagogical capacitation for digital devices, by students as well as by education professionals. In addition, there is social isolation, health risks, deaths, and changes in economic conditions, that is, there is a scenario of fragilization of all actors in the educational context. From this context, conditions are created for suffering and psychological illness in the school community, especially among teachers. It is important to emphasize that, in the dimension of working conditions, deterioration are already pre-existent. What we have at present is an intensification of historical and social determinations regarding the exploitation of workers in general, and of teachers, in particular; and consequently, a barrier to quality on professional activities and education as a liberating, democratic, and citizen praxis.

Although the obtained publications for this article mentioned psychological aspects of the pandemic on teachers and contemplated diverse factors for psychological investigation on the teachers' work, none of the analyzed articles are from the area of psychology. However, it is considered fundamental the research works are realized in the field of psychology in which the teaching activity is the object. In particular, at moments of crisis, such as the one experienced in the pandemic,

and without losing track of the interfaces between the education and work spheres. These investigations are necessary so that school and education psychologists have theoretical and methodological authority in their reflections and become able to take action considering the complexity of the teaching practice; identifying and understanding its historical, social, political, and also psychological determinants.

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Appendix - List of articles analyzed (in the order in which they appear in the search)

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