

Impact on teacher health caused by the change in the work environment due to social isolation during the COVID-19 pandemic

Impacto en la salud de los docentes causado por el cambio en el ambiente laboral debido al aislamiento social durante la pandemia COVID-19

Impacto na saúde docente causado pela alteração do ambiente de trabalho devido ao isolamento social durante a pandemia de COVID-19

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Introduction: The teacher's role is fundamental in the teaching-learning process, being directly linked to the quality of training of their students¹. In 2020, due to the COVID-19 pandemic, the teacher was encouraged to seek new work methodologies, similar to distance learning modalities, as there was a transition from face-to-face teaching to emergency remote teaching in order to ensure social distance, at the same time, maintaining academic activities, in order to follow the recommendations of the World Health Organization (WHO)^{2,3}. Therefore, this change in the way of teaching led teachers to a new type of work: the Home Office. These professionals, who were little familiar with this way of working, as they were part of the university environment, had to acquire new skills to meet the necessary demands for the moment^{4,5}. Added to all these changes and adaptations, the period was one of great tension and uncertainty, which had repercussions on the mental health of these professionals and on their physical health.

Objective: Identify the main changes in the physical and mental health of education professionals at a higher education institution.

Methodology: The work has an exploratory character with a qualitative approach, the form used to collect answers was the application of a form via a virtual platform, and the selected population was professors of a private higher education institution in northwestern Paraná. Data were organized and analyzed using the Bardin method, following the choice of indexes and categories for the preparation and codification of data. For the selection of key information extracted from the answers and for its operationalization, the MAXQDA Plus 2020 Student software⁶ was used. The ethical precepts of the research were respected, in line with the guidelines set forth by Resolution No. 466/12 of the National Health Council (CNS) under CEP number 4,194,905.

Results: The moment experienced by the teachers was unique in the modern history of Brazil, never were these teachers relocated to a mandatory Home Office work regime related to issues of public health and safety. There were two points of change: first, the classes started to be taught entirely in remote format; and these professionals started to work from home, in which they had to reconcile the professional environment with the domestic one, including the family relationship. Among the research findings, it was evidenced that the transition experience and the experience of the moment had a heterogeneous impact on the faculty, some felt anxious and depressed, which affected their performance, while others were not affected by this feeling. The ways to deal with this were also varied: some found physical activity a relief from stress, others started to use medication, another group intensified their religious practices.

Discussion: Even before the start of the pandemic, part of the teaching work was already carried out at home, that is, tests to be corrected or lesson planning. However, now the situation is different, the entire service is being performed in the home environment, which was not necessarily prepared to accommodate this activity⁷. Added to that, the transition from the traditional teaching modality to emergency

remote teaching demanded a great effort in the sense of conducting the adaptations to the students, the development of new materials adapted to the new model, all this effort to design and develop an online course, which has a good quality⁸. Consequently, there was a decrease in the quality of teaching, and a great weariness, on the part of students and teachers, due to the excessive demand for time and energy that the new model requires, which contributes even more to a lower yield and results when compared to the face-to-face teaching⁹. All these factors together,

Conclusion: The transition in the teaching modality, added to the social isolation, ended up generating impacts not only on the teaching-learning of students. There was an impact on the health of teaching professionals, where many of them began to feel anxious and depressed, generating sleep and eating disorders, among others.

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