

High School Reform and the Teaching of Philosophy in a public school in Southern Bahia: working conditions and health of the teacher¹

*Reforma do Ensino Médio e a Docência em Filosofia em escola pública no sul baiano:
condições de trabalho e saúde do(a) professor(a)*

*Reforma de la Escuela Secundaria y Filosofía de la Enseñanza en una escuela pública del sur de Bahía:
condiciones de trabajo y salud del docente*

Lilian Moreira Cruz²
Universidade Estadual de Santa Cruz

Laiane Santos Santana³
Universidade Estadual de Santa Cruz

Andréia Cristina Freitas Barreto⁴
Universidade Estadual de Santa Cruz

Abstract: This article aims to analyze the working conditions of Philosophy teachers at a public high school in the interior of Bahia and the implications of these conditions for teacher's health and professional development. To achieve this, we adopted a qualitative, descriptive and exploratory research approach. We had the participation of two Philosophy teachers. The data reveal that teachers work in an environment marked by intense physical and emotional exhaustion, resulting from task overload, lack of adequate conditions and pressure to meet the new curricular demands of the High School. This scenario contributes to illness, increased stress, irritability and a constant feeling of frustration. Furthermore, insufficient remuneration leads many teachers to seek multiple jobs to ensure their subsistence, which directly affects their quality of life and teaching.

Keywords: Working conditions; Health; Professional development.

Resumo: Este artigo tem como objetivo analisar as condições de trabalho dos/as professores/as de Filosofia de uma escola pública de Ensino Médio no interior baiano e os desdobramentos dessas condições para a saúde docente e o desenvolvimento profissional. Para isso adotamos uma pesquisa com abordagem qualitativa, do tipo descritiva e exploratória. Contamos com a participação de dois professores da disciplina de Filosofia. Os dados revelam que os(as) docentes estão inseridos em um ambiente de trabalho marcado por intenso desgaste físico e emocional, decorrente da sobrecarga de tarefas, da falta de condições adequadas e da pressão para atender às novas exigências curriculares do Ensino Médio. Esse cenário contribui para o adoecimento, aumento do

¹ Texto traduzido para o inglês pela letróloga Andréia Cristina Freitas Barreto. E-mail: acfbareto@uesc.br.

² Doutora em Educação. Universidade Estadual de Santa Cruz (UESC), Ilhéus, Bahia, (BA) Brasil. E-mail: lmacruz@uesc.br; Lattes: <http://lattes.cnpq.br/5600692150509688>; ORCID: <https://orcid.org/0000-0003-4686-5803>.

³ Mestranda em Educação. Universidade Estadual de Santa Cruz, Ilhéus, Bahia, (BA) Brasil. E-mail: Lssantana.ppge@uesc.br; Lattes: <http://lattes.cnpq.br/7462636321653271>; ORCID: <https://orcid.org/0009-0000-9555-9031>. Bolsista FAPESB.

⁴ Doutora em Educação. Universidade Estadual de Santa Cruz (UESC), Ilhéus, Bahia, (BA) Brasil. E-mail: acfbareto@uesc.br; Lattes: <http://lattes.cnpq.br/3620217817854224>; ORCID: <https://orcid.org/0000-0001-9555-5778>.

estresse, irritabilidade e um sentimento constante de frustração. Além disso, a remuneração insuficiente leva muitos professores a buscar múltiplos empregos para garantir sua subsistência, o que afeta diretamente sua qualidade de vida e o ensino.

Palavras-chave: Condições de trabalho; Saúde; Desenvolvimento profissional.

Resumen: Este artículo tiene como objetivo analizar las condiciones de trabajo de los profesores de Filosofía en una escuela secundaria pública del interior de Bahía y las implicaciones de estas condiciones para la salud y el desarrollo profesional de los docentes. Para lograr esto, adoptamos un enfoque de investigación cualitativo, descriptivo y exploratorio. Contamos con la participación de dos profesores de Filosofía. Los datos revelan que los docentes están insertos en un ambiente laboral marcado por un intenso agotamiento físico y emocional, resultante de la sobrecarga de tareas, la falta de condiciones adecuadas y la presión para atender las nuevas demandas curriculares de la Enseñanza Media. Este escenario contribuye a la enfermedad, aumento del estrés, irritabilidad y un sentimiento constante de frustración. Además, la remuneración insuficiente lleva a muchos docentes a buscar múltiples trabajos para asegurar su subsistencia, lo que afecta directamente su calidad de vida y su enseñanza.

Palabras clave: Condiciones de trabajo; Salud; Desarrollo profesional.

Received: October 7, 2024

Accepted: September 29, 2025

Introduction

The concern about working conditions, as well as the physical and mental health of teachers, must become a priority throughout Brazil, given that the teaching profession is at the top among the most important professions, as it is responsible for ensuring the population's schooling process from early childhood education onwards. Undoubtedly, the precariousness of teaching work is blamed for alarming rates of illnesses related to the profession (Mantovani, 2024). Therefore, working conditions need to be included in public policies, especially in the current context of devaluation of the profession and excessive work overload, which directly affects the personal and professional lives of teachers.

It is important to highlight that this situation is aggravated by the neoliberal system, which is based on minimal State intervention, which tends to weaken the teaching profession, under the justification that “it needs to control public spending” (Frigotto, 2018, p. 8), that is, they use “this argument to justify reforms in educational policies, reforms that often do not benefit education” (Cruz; Ferreira, 2024). This was the socio-political context that education workers faced in previous federal governments, specifically in the years 2016 to 2022, which enabled the relaxation of labor laws and some educational reforms, such as the Secondary Education Reform. This scenario strengthened the neoliberal bias, in order to reinvent itself,

perpetuate and avoid the weakening of capitalist crises, as happened with liberalism and Keynesianism, thus attacking fundamental social rights, such as health, education, housing, work, among others.

In the area of teaching, for example, all of this resulted in substantial negative impacts on the teaching profession (Nunes; Cardoso; Souza, 2020), evidenced in the lack of salary appreciation or improvement in working conditions. Therefore, many teachers found themselves forced to take on multiple roles and positions to guarantee a minimum standard of subsistence and often submitted themselves to degrading work for fear of unemployment. Furthermore, there was a freeze on public spending for 20 years, through constitutional amendment 95, which made it impossible to expand teacher training, leaving municipalities without resources to implement the National Education Plan (Cruz; Ferreira, 2024).

Teachers have experienced, on a large scale, a process of devaluation that is also expressed in the instability of their work spaces. In the case of Philosophy teachers, the challenges intensified with the changes arising from the National Common Curricular Base (BNCC) and the High School Reform, which redefined the curricular organization, components and content to be worked on. Philosophy, previously guaranteed as a mandatory subject, became part of the area of Applied Human and Social Sciences, with its offer being conditioned to the choices of institutions and the definition of training itineraries. This flexibility opened gaps for the reduction or even exclusion of the subject in school curricula, weakening the space of Philosophy and, consequently, teaching work in this field.

Unquestionably, the implementation of the new High School brought a series of obstacles that directly compromise the teaching of Philosophy. Among them, we highlight the reduction in the workload allocated to the discipline, the flexibility that allows professionals without a specific degree in Philosophy to work and the consequent devaluation of training and teaching work. These factors not only weaken the presence of Philosophy in the school curriculum, but also have an impact on the identity and social recognition of teachers in the area. In this context, in this study we seek to analyze the working conditions of Philosophy teachers at a public school in the interior of Bahia and the implications of these conditions for the teacher's health and their professional development, after the implementation of the new High School. In other words, this study discusses the teaching of Philosophy in Brazil, the precariousness of teaching activity, and, above all, the related problems that imply Teacher Professional Development-DPD.

To this end, we anchored the research in a qualitative approach, being descriptive and exploratory (Chizzotti, 2006). The research field was a state high school located in the interior of Bahia, with the participation of two Philosophy teachers. To preserve their identities, we used fictitious names: Lírio (man) and Tulipa (woman). Lírio is a temporary Philosophy teacher, while Tulipa is a public servant. The male teacher has a degree in History and the female teacher in Pedagogy and a bachelor's degree in Law, therefore, both do not have specific training in Philosophy. Although it is not the central focus of this study, it is important to highlight the relevance of problematizing the precariousness of teaching, especially when teachers, without specific training in the area in which they work, take on subjects that require specialized knowledge. This reality, as the *Jornal da USP* points out, reveals weaknesses in the educational process and compromises the quality of the training offered to students.

The teaching of Philosophy has always been at the heart of governmental and institutional discussions because it is a complex and investigative process about the self and the world, contributing to the formation of ideas and the autonomy of the subject, this time, it depends on many factors to occur effectively. It is important to highlight the lack of research on the professional development of Philosophy teachers. Therefore, this study aims to enable this reflection and expand the debate on the proposed topic.

The non-place of Philosophy in High School: some reflections

In the 21st century we can see that there was a political movement that worked to remove the teaching of Philosophy and its classroom space from schools. In 2016, a new proposal for Secondary Education in Brazil was presented, through Provisional Measure No. 746/16, which gave scope for the reform of Secondary Education, later came the approval of law 13.415/2017, through this, the discipline of Philosophy loses its content and teaching characteristics, and becomes more flexible, compromising the critical-reflective, ethical and emancipatory training of students (Pereira, 2021).

Historically, the teaching of Philosophy in Brazil has been crossed by movements of advances and setbacks, marked by uncertainties regarding its presence in school curricula. From its suppression during the military regime to the conquest of legal space with Law No. 11,684/2008, which made the subject mandatory in high school, the trajectory of Philosophy reveals an instability that impacts not only students, but also teachers. These, in turn, face constant insecurity regarding appreciation, workload and even the permanence of the discipline in their areas of activity. In the new BNCC (National Common Curricular Base), the

teaching of the subject is granted with the possibility of its contents being applied transversally. In other words, “they can be diluted with other content from other areas already formalized as disciplines” (Ramos; Heinsfeld, 2017, p. 18295).

The problem with all this is highly noticeable. Will philosophical content be taught with the same precision by teachers who do not have a degree in Philosophy? Will there be enough quality time to apply philosophical content to the detriment of diluting it in other subjects? And what will teachers train in Philosophy work with? Who will be responsible for the emancipation and political formation of the subject? These are some of the questions that concern us with the devaluation of philosophical teaching.

According to Silva (2018, p. 11), this education model has an “instrumentalizing and efficient character and consolidates a perspective of school education that contradictorily compromises and restricts training for autonomy”. Furthermore, these aspects bring us the conviction of neoliberalist political intentionality, which thinks of the school space as a preparatory place only for professional life, by investing in a more technical education curriculum to meet the demands of the productive sector, that is, an education at the service of structural capitalism.

Based on the above, the statement by Favero, Centenaro and Santos (2020, p. 2) provokes us to think when he says:

Historically, philosophy has been a survivor. There was no shortage of government regimes, pseudo thinkers, businesspeople, dominant economic elites and bureaucrats who philosophized people's daily lives and, above all, excluded it from the academic environments on duty that used all their prerogatives and strategies to ban it.

When discussing the historicity of Philosophy teaching in Brazil, the aforementioned authors force us to reflect that instability is not a specific fact, but rather structural, revealing tensions between different societal projects: on the one hand, the defense of an emancipatory and critical education; on the other, the imposition of policies that prioritize productivist, technical and instrumental logic. Thus, the impacts do not only fall on students, who lose systematic access to critical training, but also on teachers, who experience the precariousness of their work. The reduction in workload, insecurity regarding the permanence of discipline and the lack of institutional recognition weaken professional practice, directly affecting teaching appreciation and their occupational health.

As a result, the new, regulated secondary education does not guarantee young people a comprehensive education in all areas. Schools develop their curriculum matrices based on the reality of the region in which they are located. In this way, those who have delved into all areas of knowledge beyond those stipulated by the BNCC will have a greater opportunity to

enter higher education. These educational reforms further reinforce the perception of neoliberal control within the education system, because they contribute to the consolidation of an instrumentalist rationality, in which knowledge is no longer valued in its critical and emancipatory dimension to be subordinated to criteria of efficiency, productivity and utilitarianism. The skills and competencies described in the BNCC highlight discipline, control, school time and competition, aspects that directly meet the demands of the capitalist system, by forming subjects adaptable to the job market, but little prepared for the full exercise of citizenship and critical reflection on social reality.

The importance of Philosophy for human formation dates back to Ancient Greece, when philosophical exercise was constituted as a social practice aimed at critical reflection on reality, the cultivation of argumentation and the search for the meaning of life in community. However, it is worth questioning whether this importance remains unchanged historically or takes on new forms depending on sociocultural contexts. In contemporary Brazil, for example, the same issues that permeated the past, the dispute for space in the curriculum, the instability of its mandatory nature and the tension between its practical and educational usefulness, are still present, revealing permanence, but also transformations in its social function.

The professionalization of teaching itself brought new configurations to the philosophical field, often straining the understanding of Philosophy as a science. On the one hand, its epistemological legitimacy in relation to empirical sciences is discussed; on the other hand, its specificity as a critical and reflective knowledge is recognized, capable of questioning the foundations of knowledge and problematizing the idea of science itself. Authors such as Marilena Chauí (2000) argue that Philosophy fulfills this role by provoking critical consciousness, questioning established truths and expanding the interpretative capacity of subjects. Paulo Freire (2005), by emphasizing education as a practice of freedom, also contributes to understanding Philosophy as a formative instrument, as it encourages a critical reading of the world.

However, what can be observed with recent reforms in the school system, especially in high school, is that Philosophy has progressively lost its space, going from a mandatory subject to an optional component, depending on the training itineraries defined by each institution. This scenario highlights a setback in relation to the achievements previously guaranteed for the critical and civic education of students, configuring a veiled attack on the emancipatory function of education, a striking characteristic of the neoliberal project, which prioritizes instrumental rationality, competitiveness and adaptation to the market to the detriment of critical thinking (Frigotto, 2018).

The degrading situation of this scenario directly affects the working conditions of Philosophy teachers, as, as the situation unfolds, there is a high probability of these professionals no longer teaching the subject for which they were trained, causing frustration in their teaching career. These teachers must complement their workload with complementary curriculum subjects that were created and offered by the school, and to do so, they must study these other areas that are outside the scope of their training, which also affect their professional teaching development. And that sometimes generates discouragement in their profession and illness due to little contentment and the devaluation of their area and their potential training (Cruz, 2020).

When we discuss Teacher Professional Development (DPD), it is essential to highlight its relevance for the training and execution of the teacher's work. As noted by Marcelo Garcia (1999, p. 137), “the concept of “development” has a connotation of evolution and continuity that seems to us to overcome the traditional juxtaposition between initial training and teacher improvement”. In this way, the teacher training process provides professionals with a stimulus for investigation, encourages epistemological curiosity focused on teaching and fosters the desire to improve pedagogical practices and promote changes in teaching. As a result, theoretical development occurs by expanding their knowledge repertoire and, consequently, their cognitive repertoire, by improving learning and information processing. After all, the teacher is a continuous learner, who builds and rebuilds himself/herself daily, in the exercise of teaching (Cruz, 2020; 2022). From this perspective, everyone involved benefits: the school, students, teachers and society as a whole (Cruz; Ferreira, 2023).

An overview of the precarization of teaching work in the neoliberal context

Neoliberalism was introduced in Brazil in the 1990s, and is the main means of reinventing capitalism, bringing with it the flexibility of labor laws in a way that does not guarantee working conditions and fair and fair wages, which is the worker's right. Thus, it gives freedom for modifications to already guaranteed rights, all to prevent the weakening of the neoliberal movement (Sousa; Oliveira; Silva; Brito; Coqueiro, 2020).

Economic crises affect all sectors and all classes of workers, however, throughout history, the teaching profession has always been the most affected when certain financial difficulties occur in the country.

The teaching class always suffers from the restriction of their rights, in which they are almost always denied the benefits that tend to promote their quality of life. “It

is also notable that, in the face of economic crises, the category that is most persecuted is teaching, with salary freezes, loss of bonuses, changes in teaching career plans (Sousa; Oliveira; Silva; Brito; Coqueiro, 2020, p.17).

As an example of this, we can highlight the increase in the minimum salary for teachers in the year 2023. The Ministry of Education (MEC) raised the salary minimum for teachers by 14.3% in compliance with Law No. 11,738 of 2008, in 2024 the increase was 3.71% with the intention of “minimizing” the devaluation of teachers through their remuneration, but, in return, the National Confederation of Municipalities (CNM), in a note published on the CNM portal, advised mayors not to comply with the law, so as not to proceed with the salary adjustment for teachers for the second consecutive year, as this could cause an imbalance in the municipality's public accounts: “The confederation maintains the guidance to managers: establish the adjustment according to the fiscal conditions of the municipality, with equal treatment given to all municipal employees.” In other words, it advises that municipalities do not comply with the adjustment established by the MEC, thereby maintaining low salaries and a lack of recognition and respect for the hard work of teachers, using as a justification the lack of sufficient funds to comply with what is established for them by law.

The advancement of schooling in the world is undeniable, however, the systems underlying this progress often seek to disfigure schools and the training offered, aiming to maintain the supremacy of one group over another. This occurs through mechanisms of hierarchization and subordination of the working classes (Affonso, 2018).

At universities, courses and distinct areas of knowledge (health, natural and exact sciences and education) have gradually acquired a commercial character. This problem has been reproduced in schools, where the curriculum emphasizes subjects that prioritize technical training.

The mercantile system's intrusion into education has also affected the work of teachers, when educational reforms tend towards the commodification of teaching work. Trying to make the training of teachers and their students flexible, in a poorly organized training that does not promote transformation, generating a lack of expectation for the future, that is, teaching only to meet the “schedule”. In the mid-1990s, this regression began, guided by the criteria governing school merchandise, bringing disastrous disruption to the teacher's work, removing their autonomy in the classroom and devaluing their practices, classified as unnecessary for an already globalized country, such as the reduction in the workload of critical subjects such as Philosophy and Sociology, the relaxation of the requirement for specific training for teaching and the imposition of standardized curricula that prioritize technical and market-oriented content, to the detriment of students' civic and reflective training. From that point on, neoliberal doctrine

began to spread the idea that the poor functioning of public schools was the result of poor management. With this speech, he promoted the inclusion of the private sector in school administration, attacking school curricula and the autonomy of teachers.

The “School Without a Party” proposal clearly exemplifies the attempt to subordinate education to a logic of ideological and mercantile control (Afonso, 2018). By restricting the autonomy of teachers and dictating rules about what can or cannot be taught, this initiative reflects a strategy of disciplining knowledge and teaching work. As Frigotto (2018) observes, the persistent influence of the mercantile system on education manifests itself in multiple ways, undermining rights historically conquered through union mobilizations and collective struggles (Dourado, 2016). Under the impulse of capitalist and neoliberal principles, government leaders seek to weaken the teaching profession through labor reforms, outsourcing of services and curricular changes that favor utilitarian content to the detriment of critical training. Such measures, in addition to making the teacher's work precarious, compromise the emancipatory function of the school, reducing the space for reflection, debate and development of critical thinking in students (Sousa; Oliveira; Silva; Brito; Coqueiro, 2020).

Working conditions and health of Philosophy teachers: contexts and developments

In education, working conditions take on highly complex contours and deserve special attention from not only governments, but society as a whole. In the perception of Oliveira (2020, p. 31), “to discuss the working conditions of Basic Education teachers in Brazil, it is important to consider a set of variables that goes beyond the objective situation of the workplace”, thus the aforementioned author cites the importance of evaluating remuneration, career, initial and continuing training, as they are essential for teacher appreciation. We took a speech from Philosophy teacher Lício for analysis. and the health of Philosophy teachers: contexts and developments.

So, even though having a car, is a comfort for me. But there's fuel and the tension on the road, it's exhausting, because it takes me an average of an hour to get there [...], I take an average of an hour or 40 minutes to get there and the same average to get back [...]. Today is a complicated day, very complicated, because, due to the workload, I have six private classes, I leave there to be here [...]. So today I don't have lunch. I'm going to have lunch when I get home, which isn't even lunch anymore, right? But it's not easy, but we have to come. Mentally, of course, I'm tired, even with physical activity, it's what gives me the rhythm to do this. But of course, Fatigue comes especially on the weekend. At the weekend we are very tired, physically, exhausted, because anyway I'm going to deal with the public, it takes away energy, right? And what has affected me the most, at least for me, is sleep. I haven't been able to sleep more than six hours a night.

In the highlighted statements, we identify some important points for discussion: first, ~~the~~ the physical and mental exhaustion; second, the long working day; and third, insufficient sleep and time for meals. These factors can significantly impact the physical and mental health of teachers, thus affecting their professional development, as Gomes and Klautau (2021, p. 431) assure us, in their research with basic education teachers.

Lírio's account of his daily routine for commuting to work highlights a high level of stress, as the teacher spends almost two hours a day in traffic. This raises questions about school management: why not make it easier for teachers to teach at a school closer to their home? However, this time could be better spent on self-care, such as having more time to rest, sleep and eat. Regarding excessive working hours, Cruz (2022) in his doctoral thesis points out that many teachers in the interior of Bahia, who teach primary and secondary education, face triple working hours due to low salaries, which are not enough to cover the basic needs of their families, which leads us to assume that the same may be happening with teachers who teach the Philosophy subject.

For Oliveira (2020, p. 32), “teaching remuneration in Brazil has been a problem that directly affects the professional development of teachers”, since the minimum salary for Brazilian teachers “takes teachers with secondary education as a reference, when in reality almost 80% of teachers working in public education networks in the country have completed a higher education degree” (Oliveira, 2020, p. 32). With low salaries and a high inflation rate, the remuneration of Brazilian teachers is not enough to cover basic expenses with health, food, housing and leisure, resulting in precarious subsistence conditions. All of this tends to make the work carried out by the teacher precarious. Let's see what teacher Tulipa, a research participant, reports:

So, I think that education has everything to be successful, and I think that treating the teacher with more dignity and respect, freeing the teacher to study, because like that, I did a master's degree in education while working, I was completely exhausted at the end. My hair fell out, not all, but it fell out a lot and I got sick afterwards. So, I wanted to study, and I knew what would improve the quality in the classroom, but I was forced to do my master's degree by working and doing work that was inadequate because I wasn't earning money there and I wasn't earning money here, so this caused me stress and I got sick.

Tulipa highlights in her speech the lack of respect and dignity towards the teacher, evidenced by the lack of time allocated to studies. However, it is important to emphasize that she believes in education. This report exposes an illness scenario that, in addition to affecting the teacher's health and compromising the quality of her *stricto sensu* training, also had negative implications for the exercise of her profession.

In the statement “I wanted to study, and I knew what would improve the quality in the classroom”, it demonstrates an axiological, political and gnoseological attitude, in accordance with the studies of Cruz (2022). What has been done to teachers is very perverse, depriving them of the opportunity to search for knowledge, to improve the quality of their work and their training. Nóvoa (2007, p. 12) draws our attention to the paradoxical context that teachers have been going through:

There is a paradox between the excess of the school's missions, the excess of requests that society makes of us and, at the same time, an increasingly fragile teaching status. Teachers have lost prestige; the teaching profession is more fragile today than it was a few years ago. This is a huge paradox. How is it possible for the school to ask us so many things, assign us so many missions and, at the same time, weaken our professional status?

The figure of the teacher is often blamed for school failure, but the minimum conditions necessary for the adequate development of their work are not offered. There is a demand for teachers to master a wide range of knowledge and knowledge, without being given the opportunity to seek effective training. Contrasting this reality, Nóvoa (2017) argues about the need for better organization of the teaching profession and more active action by unions, highlighting the importance of implementing the right to paid leave for continued training in career plans that are included and fulfilled in all instances (federal, state and municipal).

The educational context in which teachers often work is demotivating. Some end up getting sick, while others abandon the teaching profession. The interview with Tulipa and Lírio revealed a degrading scenario in which the teachers participating in the research are inserted. During renovations at the school where they teach, classes took place (and still take place) simultaneously, and teachers were forced to use chemical toilets, as the school's bathrooms were unusable. In this context, Tulipa highlighted: “So, a situation like this, desperate, very bad, generating illness, generating frustration, generating disenchantment, I don't want to be pessimistic, it's not a pessimistic view, but it's a condition”.

It is a fact that any human being needs to have the best conditions to be successful in their work. Teacher Lírio and Tulipa bring in their reports the difficulties encountered in teaching in the public school system.

I work in two sectors, the public and the private, we have a huge, huge difference in this regard. What, for example, I have in excess in private, I lacked in public. Even though we have working conditions, we don't have everything that would be ideal. What we need, for example, are well-ventilated rooms. We are currently undergoing

renovations here, so we need a fan. There are rooms that have them, but they are disconnected. And it's very hot here. It's a brutal difference in the private sector where all rooms are air-conditioned (Lírio). [...] we are working in a school under renovation. So, the objective operating conditions are precarious, because we have a project in progress that works during the execution of our class. So, we have a competition for an infrastructure being modified and a class to be developed. So, we have sound interference, we have attention interference. So, there are several variables that make teaching work precarious on a daily basis (Tulipa).

The statements highlighted in Lírio and Tulipa speeches highlight a significant disparity between the two spheres, especially with regard to infrastructure and the work environment. The mention of ongoing reform also indicates that, although there are efforts to improve conditions, these changes are not being implemented effectively and quickly enough to meet immediate needs. Furthermore, the issue of poorly ventilated rooms directly affects the quality of the teaching environment, impacting both teachers and students. According to Sampaio and Guimarães (2009), this type of reality has a direct impact on the discrepancy between the knowledge gains of a student at a private school and a public school. This type of condition of a school affects teaching performance, health and well-being, which, in turn, can directly influence teaching professional development processes, as it can cause physical and emotional exhaustion, which tends to be a demotivating element in teaching. Cruz (2022) assures us that these precarious conditions reflect a broader structural problem, which involves public financing policies and educational management.

From this perspective, teacher Tulipa adds:

And from the point of view of the teacher's dignity, the students' dignity, the teacher's mental health, because starting the class the way we started, with the hallway full of rubble, we also had a problem with heavy rain during the holidays, so we lost several books, we lost several materials. So, the beginning was dramatic, it was very... It was violent. It was violent from a real point of view, even symbolic, because as the teacher finds himself in these conditions [...], it is difficult to say how we could find the strength to start like this.

When analyzing the speech of the teacher participating in the research, we noticed an overload that goes beyond the physical aspects and extends to the emotional and symbolic field. The teacher uses strong words such as "dramatic" and "violent" to describe the beginning of the school year, highlighting the impact not only on the physical conditions, but also on the mental health of teachers. Another aspect that deserves to be highlighted is the presence of debris in the corridors and the loss of materials due to floods, which reveal a lack of dignity in the school environment, both for teachers and students. These situations create a hostile environment that devalues the teacher's work and disrespects the teaching space as a place for learning.

Undoubtedly, this lack of adequate infrastructure directly affects DPD, causing negative impacts on their emotional well-being and, consequently, on the teaching-learning process.

In addition to these aspects, there is also the fact that the teachers interviewed experienced a scenario of secondary education reform that directly impacted their teaching. In teacher Lírio speech, this problem is evident: “[...] we used to take conventional subjects, but now with the reform of secondary education, we take new subjects that, for example, we have no basis for, we build a grid. Then we often have to create on top of what never existed, and this becomes a complication.” (Teacher Lírio).

This speech makes it clear that the change in secondary education brought significant challenges to teaching practice. The teacher mentions that, previously, the subjects followed a conventional format, while now they need to deal with new subjects and content for which they do not have a consolidated basis. This implies the need to create something "on top of what never existed", highlighting a lack of preparation or support to deal with the new curricular demands. Affonso (2018), in his study, points out that teachers have been working on a knife's edge in recent decades and raise questions about the limits of teaching autonomy in contemporary times, given that the work of teachers has restricted their role as a teaching intellectual. This scenario highlights the growing dismantling of the teaching profession, especially in areas such as Philosophy, which already face structural and ideological challenges, further compromising the appreciation and stability of teachers in the educational system, such as the reduction in the subject's workload, the lack of mandatory specific training for teaching, the curricular flexibility that prioritizes utilitarian content and the insecurity regarding the maintenance of subjects in the school curriculum.

This reality faced by teachers highlights not only structural flaws, but also political choices that shape the educational system in an authoritarian and unequal way. Educational reforms, especially in secondary education, are often implemented without broad democratic debate, without popular consultation and without due preparation of teachers to understand, criticize and intervene in the diagnosis and organization of education. In disciplines such as Philosophy, which play a central role in the development of critical thinking and active citizenship, this normative imposition reveals an attempt at ideological control, subordinating intellectual formation to the logic of the market and social conformity. It is, therefore, urgent to demand consistent pedagogical support, continued training and effective participation of teachers in the development of public policies, so that they can adapt and offer quality teaching that not only transmits content, but forms critical subjects engaged in social transformation.

Teacher Tulipa brings a reflection on Brazilian education that deserves to be highlighted:

I said, it's not possible, people, because, unfortunately, in education in our country, unfortunately in the Department of Education of the State of Bahia, what's bad can get worse, because we have a department that doesn't look at the teacher, doesn't value its teacher, looks exclusively at the student, but forgets that the teacher will conduct all the pedagogical work, if you're not good at it, how will you manage it? And this will reflect on the student, it's like a word those educators like, it reverberates on the students, right? And it's a snowball effect, right? It harms us, but it also harms the entire process, because an environment has to be an educational environment.

In this speech it is possible to identify a deep dissatisfaction regarding the lack of appreciation of teachers by the Department of Education of the State of Bahia. The teacher expresses frustration with the perception that education in Brazil, especially in Bahia, does not pay due attention to the well-being of teachers. All of this highlights the lack of an attentive look at teaching needs, who are seen only as mediators of the pedagogical process, but without the necessary support to adequately perform their functions. Furthermore, the teacher also makes a direct criticism of the exclusive emphasis on students, highlighting that, although the focus on students is important, one cannot ignore the fact that the teacher's well-being directly impacts the success of the educational process. The concept of “reverberation” here is important, as the teacher argues that inadequate working conditions affect not only the teacher, but also the students, creating a domino effect in the school environment. This speech reveals a criticism of educational management and public policies that neglect the importance of teachers in the educational system. By not providing adequate working conditions, such as emotional support, infrastructure and professional development, the system compromises both the health of teachers and the learning of students, which highlights the urgency of reform in educational management practices. This context, without a doubt, is harmful for the DPD.

Teacher Tulipa expresses her health situation:

I feel weak, I feel discouraged, I feel headache. Headache, I have a headache. And so, we experience a lot of irritability too, we get irritated by this. Now I'm taking supplements, right? To be able to bear it. Supplementation and physical activity to be able to cope, but it is not easy. Sometimes I think that for me the biggest difficulties I have are fatigue and headache.

We clearly understand the negative impact of working conditions on your physical and emotional health. The teacher mentions a series of symptoms — weakness, discouragement, headache and irritability — that are indicative of professional exhaustion and overload, which, in many cases, may be associated with occupational

stress. These signs reveal the weight that precarious working conditions have in the lives of teachers, who end up looking for alternatives, such as supplementation and physical activity, to deal with pressure and exhaustion. However, the report also exposes the perception that these measures are palliative and insufficient to solve the bigger problem: recurring fatigue and headache (Flores, Cardoso; Nunes, 2020).

The psychosocial factors related to the profession occur through the fierce demands placed on the teacher and end up affecting their health. This speech by Tulipa raises another warning sign for the illness of the teaching staff, according to bibliographical surveys by Luz, Pessa, Luz, Schenatto (2018); The factors contributing to the emergence of stress are related to limited pedagogical resources, devaluation, excessive working time, interpersonal relationships, poor ambience, among others.

Therefore, inadequate working conditions may also contribute to the development of major psychological problems such as Burnout syndrome. For Buscatto, Loriol and Weller (2008), burnout is characterized by emotional exhaustion, depersonalization and reduced professional fulfillment, often experienced by teachers in contexts of high demand and low appreciation. Professionals affected by this syndrome lose their functional capabilities due to exhaustion and exhaustion in the professional environment.

In general, the individual who donated and sacrificed a lot of himself in the development of his work activity is affected, sometimes in terrible conditions of time, space and leisure. Thus, the mismanagement of public policies directed at the teaching workforce places these professionals in degrading working conditions, leading them to experience health problems such as those emphasized by Tulipa and others. This situation engenders feelings of frustration, a loss of credibility and self-confidence on *themselves*, while also imposing financial burdens on public resources, since illness entails the temporary or permanent removal of these teachers from their duties (Gomes and Klautau, 2020).

Final considerations

This study showed that the working conditions and health of Philosophy teachers in public schools in southern Bahia reflect the broader reality of the Brazilian educational context, where secondary education reforms and the precariousness of the profession have directly impacted the well-being of teachers, and, consequently, their professional development. From the teachers' speeches during the research, the physical and emotional exhaustion caused by work overload, the lack of adequate infrastructure conditions, and the pressure to deal with new curricular demands without the necessary support became evident.

The reform of Secondary Education, by introducing new subjects and methodologies, without guaranteeing adequate training and time for adaptation, further intensified the challenges already faced by teachers.

Undoubtedly, this reality reveals a scenario of precarious teaching working conditions, well evidenced in dialogues with research participants, while teachers face double or triple work, and often need to travel long distances between school and their home, which results in the accumulation of stress. Associated with this is the lack of adequate infrastructure at the school, such as the need for an air-conditioned classroom, as the temperature in Bahia is too hot. In parallel to this, precarious conditions lead to demotivation in teaching and physical and mental illness, manifesting itself in symptoms such as fatigue, headaches, irritability, as reported by teacher Tulipa.

The research also highlights the lack of effective public policies that address teacher appreciation, as we observe insufficient remuneration, evidenced by the involvement of teachers in their time for food, study and leisure, so that teachers are forced to seek multiple jobs to ensure their subsistence, which directly impacts their quality of life and the practice of teaching.

The teachers' statements reveal that this context has negative implications for the teaching/learning process and compromises teacher professional development, which leads us to reflect on the relationship between working conditions and teacher health, as well as the consequences of educational reforms and the needs of public policies aimed at teachers and their profession. It is a fact that the lack of adequate support, both structural and emotional, deepens the crisis in the teaching profession, especially in subjects such as Philosophy, which already face challenges related to the curriculum and social valorization.

The High School reform, in particular, presented a complicated factor for Philosophy teachers. The inclusion of new subjects and content, without proper preparation or continued training, forced teachers to improvise and deal with an unknown field. This increases the level of stress, since teaching autonomy, already limited, becomes even more restricted within a system that burdens teachers with increasing demands and little institutional support. As evidenced by Affonso (2018), there is a gradual dismantling of the teaching profession, which compromises the role of the teacher as an intellectual and agent of transformation.

Finally, it is clear that precarious working conditions have significantly contributed to teachers becoming ill and affecting DPD. Tulipa's report about the loss of materials and the difficulties imposed by the renovation at the school illustrates the impact of poor physical conditions in the teaching environment, creating a scenario of disrespect for both teachers and students. Furthermore, the data on mental illness, such as fatigue and stress, are alarming,

with many teachers already showing signs of exhaustion and syndromes such as Burnout, as pointed out by Gomes and Klautau (2020). It is urgent that educational policies are reviewed to provide better working conditions and ensure the health of teachers.

References

- AFFONSO, C. Trabalho de Professor no fio da navalha: reengenharia das escolas e reestruturação produtiva em tempos de escola sem partidos e reformas do ensino médio. In: MAGALHÃES, J. E. P.; AFFONSO, C. R. A.; NEPOMUCENO, V. L.C. *Trabalho docente sob fogo cruzado*. Rio de Janeiro: Gramma, 2018. p. 01-25.
- BRASIL. Ministério da Educação. *Medida provisória n.º 746*, de 22 de setembro de 2016. Institui a Política de Fomento à Implementação de Escolas de Ensino Médio em Tempo Integral, altera a Lei n.º 9.394, de 20 de dezembro de 1996a.
- BRASIL. Ministério da Educação. *Lei n.º 13.415*, de 16 de fevereiro de 2017. Altera as Leis nos 9.394, de 20 de dezembro de 1996.
- BRASIL. República Federativa. *Emenda Constitucional n.º 95*. 15 de dezembro de 2016a. Diário Oficial da União, Brasília/DF, 2016.
- BRASIL. Ministério da Educação. *Base Nacional Comum Curricular*. Brasília: MEC, 2018.
- BUSCATTO, M.; LORIOL, M.; WELLER, J. M. (Orgs). *Au-delà du stress au travail: une sociologie des agents publics au contact des usagers*. Ramonville Saint-Agne: Éditions Érès, 2008.
- CHAUÍ, M. *Convite à Filosofia*. 13. ed. São Paulo: Ática, 2000.
- CHIZZOTTI, A. *Pesquisa qualitativa em ciências humanas e sociais*. Petrópolis, RJ: Vozes, 2006.
- CRUZ, L. M. Desenvolvimento profissional docente e formação continuada: possíveis diálogos. I In: NASCIMENTO, M. das G. C. de A.; GARCIA, Al.; REIS, G. R. F. da S.; RUST, N. M.; GIRALDO, V. *Didática(s) entre diálogos, insurgências e políticas: tensões e perspectivas na relação com a formação docente*. 1. ed. v. 2. Rio de Janeiro/Petrópolis: Faperj; CNPq; Capes; Endipe. DP et Alii. E-book, 2020, p. 287-296.
- CRUZ, L. M. *Desenvolvimento profissional, formação sensu stricto e seus desdobramentos no exercício da docência de professores/as da Educação Básica: uma abordagem freireana*. 2022. Tese (Doutorado em Educação) – Faculdade de Educação, Universidade Federal da Bahia, Salvador, 2022.
- CRUZ, L. M.; FERREIRA, L. G. A formação *stricto sensu* e seus contributos para prática docente: um estudo freireano. *Boletim de Conjuntura (BOCA)*, Boa Vista, v. 14, n. 42, p. 529–551, 2023. Disponível em: <https://revista.ioles.com.br/boca/index.php/revista/article/view/1556>. Acesso em: 10 jul. 2023. DOI: <https://doi.org/10.5281/zenodo.8084431>.

CRUZ, L. M; FERREIRA, L. G. Desenvolvimento profissional docente em contextos de incertezas: Inquietações e problematizações. *Revista Linguagem, Educação e Sociedade -LES*, v. 28, n.57, 2024. Disponível em: <https://periodicos.ufpi.br/index.php/lingedusoc/article/view/4559>. Acesso em: 7 mai. 2024.

DOURADO, L. F. Valorização dos profissionais da educação: desafios para garantir conquistas da democracia. *Revista Retratos da Escola*, Brasília, v.10, n.18, p. 37-56. 2016. Disponível em: <http://retratosdaescola.emnuvens.com.br/rde/article/view/649>. Acesso em: 29 set. 2025.

FÁVERO, A. A.; CENTENARO, J. B.; SANTOS, A. P.. Reformas curriculares e o ataque ao pensamento reflexivo: o sutil desaparecimento da filosofia no currículo da Educação Básica no Brasil. *Revista Digital de Ensino de Filosofia-REFILO*, v. 6, p. 10-1-17, 2020. Disponível em: <https://periodicos.ufsm.br/refilo/article/view/42599/pdf>. Acesso em: 02. 02.2024.

FLORES, F.F; CARDOSO, B.L.C; NUNES, C. P. O Trabalho e a Saúde do Professor da Educação Básica. In: NUNES, Cláudio Pinto; CARDOSO, Berta Lene Costa; SOUSA, Erivan Coqueiro. *Condições de trabalho e saúde do professor*. Vitória da Conquista: Edições UESB, 2020.

FREIRE, P. *Educação como prática da liberdade*. 28. ed. Rio de Janeiro: Paz e Terra, 2005.

FRIGOTTO, G. Prefácio. In: MAGALHÃES, E. P.; AFFONSO, C. R. A.; NEPOMUCENO, V. L. C. *Trabalho docente sob fogo cruzado*. Rio de Janeiro: Gramma, 2018.

GOMEZ, M.; KLAUTAU, P. Burnout na educação: Precarização e suas repercussões na saúde do professor da rede pública. *Psicologia Clínica [online]*, vol.33, n.3, pp.429-447. ISSN 0103-5665 2021. Disponível em: https://pepsic.bvsalud.org/scielo.php?script=sci_abstract&pid=S0103-56652021000300003. Acesso em: 04 out. 2024.

LESSARD, C. Políticas educativas: a aplicação na prática. Petrópolis, RJ: Vozes, 2016.

LUZ, J. G.; PESSA, S. L R.; LUZ, R.R. P. da; SCHENATTO, F. J. A. Implicações do ambiente, condições e organização do trabalho na saúde do professor: Uma revisão sistemática. *Ciência e Saúde Coletiva*, v. 23, n. 7, jul. 2018. Disponível em: <http://cienciaesaudecoletiva.com.br/artigos/implicacoes-do-ambiente-condicoes-e-organizacao-do-trabalho-na-saude-do-professor-uma-revisao-sistematica/16857?id=16857>. Acesso em 05 set. 2024.

MANTOVANI, A. Atividade laboral docente e saúde do professor: indicadores de doenças relacionadas à profissão. *Revista Sociedade Científica*, v. 7, n. 1, p. 1795–1801, 2024. Disponível em: <https://journal.scientificsociety.net/index.php/sobre/article/view/352>. Acesso em: 29 ago. 2024.

NUNES, C. P.; CARDOSO, B. L. C. C.; SOUSA, E. C. S. *Condições de trabalho e saúde do professor*. Vitória da Conquista: edições UESB, 2020. p. 7-14.

NÓVOA, A. Desafios do trabalho do professor no mundo contemporâneo. *Sindicato dos professores de São Paulo*. São Paulo, SP, 2007. Disponível em: http://www.sinprosp.org.br/arquivos/novoa/livreto_novoa.pdf. Acesso em: 29 ago. de 2024.

OLIVEIRA, D. A. Condições de trabalho docente e a defesa da escola pública: fragilidades evidenciadas pela pandemia. *Revista USP*, São Paulo, Brasil, n. 127, p. 27–40, 2020.

Disponível em: <https://www.revistas.usp.br/revusp/article/view/180037>. Acesso em: 29 ago. 2024.

PEREIRA, G. A. E. O lugar lacunar da Filosofia no Ensino Médio. *Educação em Revista*, v. 12, n. 1, p. 51–64, 2021. Disponível em:

<https://revistas.marilia.unesp.br/index.php/educacaoemrevista/article/view/1537>. Acesso em: 4 out. 2024.

SAMPAIO, B; GUIMARÃES, J. Diferenças de eficiência entre ensino público e privado no Brasil. *Revista Economia Aplicada*. São Paulo, v. 13, n. 1, p. 45–68, 2009. Disponível em:

<https://www.scielo.br/j/ecoa/a/5qKVPhTPX3t7R57487t5YsP/?lang=pt>. Acesso em: 04 out. 2024.

SILVA, M. R. A BNCC da reforma do ensino médio: o resgate de um empoeirado discurso. *Educação em revista*, v. 34, 2018. Disponível: <https://doi.org/10.1590/0102-4698214130>.

Acesso: 14. 01.2024.

SOUSA, E. C.; OLIVEIRA, E. G.; SILVA, E. A. P; BRITO de V. L. F; COQUEIRO, N. P. S. A Precarização do Trabalho Docente no Contexto Neoliberal. In: NUNES, C. P; CARDOSO, B. L. C; SOUSA, E. C. *Condições de trabalho e saúde do professor*. Vitória da Conquista: edições UESB, 2020. cap. 02, p 15–34.

RAMOS, F. R. O.; HEINSFELD, B. D. Reforma do ensino médio de 2017 (Lei nº 13.415/2017): um estímulo à visão utilitarista do conhecimento. In: Congresso Nacional de Educação. *Anais*, p.18284–18300, 2017. Disponível em:

https://www.researchgate.net/publication/320265714_Reforma_do_Ensino_Medio_de_2017_Lei_n_134152017_um_estimulo_a_visao_utilitarista_do_conhecimento. Acesso em: 18 março 2024.