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From ProfSMoc to ProfSMinas, through the COVID-19 pandemic: life, work and health of basic education teachers in Minas Gerais, Brazil

Do ProfSMoc ao ProfSMinas, passando pela pandemia da covid-19: vida, trabalho e saúde de professores da educação básica de Minas Gerais

Abstract

Introduction: Teachers' living, working, and health conditions have been widely researched in recent decades. **Objective:** To present a set of articles published within the scope of three research projects focusing on schoolteachers of state public schools of Minas Gerais, Brazil; and to analyze the health situation, habits, and behaviors of these teachers, identifying associations with teaching work. **Methods:** This is a narrative review study of the articles published until July 2024. **Results:** A total of 52 articles published in 37 different journals were identified. Regarding health status, the following aspects stood out: overweight/obesity; self-reported morbidities; use of medications; and COVID-19. Regarding habits and behaviors, the following topics were investigated: physical and leisure activities; consumption of water, fruits, vegetables, and legumes; time spent on screens; alcohol consumption; smoking, and hours of sleep. Statistical associations were found between aspects of teaching work, such as longer weekly working hours, seniority in the profession, difficulties with remote work during the pandemic, job dissatisfaction, and symptoms of mental and vocal problems. **Conclusion:** The reviewed studies provide a comprehensive and in-depth portrayal of the health and working conditions of teachers in basic education.

Keywords: Schoolteachers; Elementary Education; Worker Health; Epidemiological Surveys.

Resumo

Introdução: Condições de vida, trabalho e saúde de professores(as) têm sido amplamente pesquisadas nas últimas décadas. **Objetivo:** Apresentar o conjunto de estudos produzidos no âmbito de três projetos de pesquisa sobre situação de saúde, hábitos e comportamentos de professores da educação básica da rede pública estadual de Minas Gerais, Brasil; com foco nas associações com o trabalho docente. **Métodos:** Trata-se de um estudo de revisão narrativa dos artigos publicados até o mês de julho de 2024. **Resultados:** Foram identificados 52 artigos publicados em 37 diferentes periódicos. Em relação à situação de saúde, destacaram-se os desfechos: sobrepeso/obesidade; morbidades autorreferidas; uso de medicamentos e covid-19. Quanto aos hábitos e comportamentos, foram investigados: prática de atividades físicas e de lazer; consumo de água, frutas, verduras e legumes; tempo dedicado às telas; etilismo; tabagismo e horas de sono. Foram encontradas associações entre sintomas de problemas mentais e vocais e aspectos do trabalho docente, como maior jornada semanal, antiguidade na profissão, dificuldades com o trabalho remoto na pandemia e insatisfação com o trabalho. **Conclusão:** Os estudos revisados contribuem para desvelar um cenário abrangente e aprofundado sobre a saúde de professores(as) e as condições do trabalho docente na educação básica.

Palavras-chave: Professores Escolares; Educação Básica; Saúde do Trabalhador; Inquéritos Epidemiológicos.



Introduction

Education is an essential factor in the life of the individual, and it would be inappropriate to discuss the quality of teaching without a comprehensive understanding of the relevant role of the working conditions encountered by teachers in schools and without considering the health and well-being of these teachers¹. The living, working, and health conditions of teachers from different stages of education and administrative networks have been widely researched since the 1990s^{2,3}, with an emphasis on studies carried out among basic education teachers^{1,4,5}. Over the years, scientific production has repeatedly shown the devaluation of teachers, the intensification of teaching work, precarious working conditions, and the physical and mental illness of these professionals^{6,7}.

Based on this panorama, three research projects were developed to address the living, working, and health conditions of basic education teachers in the Minas Gerais state public school system, with the aim of subsidizing public policies that seek to properly meet the health needs of this population. The research focused on here was carried out by a group based on a partnership between the Postgraduate Programs in Health at the State University of Montes Claros (Unimontes), professors from the Federal University of Minas Gerais (UFMG), and the Minas Gerais State Department of Education (SEE/MG).

The first project, entitled *Chronic health conditions and associated factors among public school teachers: a population-based study* (ProfSMoc Project), was carried out in 2016 and aimed to assess the health conditions of basic education teachers at state schools in Montes Claros, MG, Brazil. The report with the main results was published by Magalhães et al.⁸. In 2020, with the emergence of the COVID-19 pandemic, the research group found the opportunity to expand the study population from the municipality of Montes Claros to the entire state of Minas Gerais, giving rise to the second project. *Health and work conditions of basic education teachers in the Minas Gerais state school system in the COVID-19 pandemic* (ProfSMoc - Minas COVID Stage) was the title of the project that aimed to investigate the health and work conditions of basic education teachers in Minas Gerais state schools in the context of the pandemic. The main results are available in a publication by Souza e Silva et al.⁹. In 2021, at the time of the resumption of face-to-face teaching activities, the third project began, entitled *Health and work conditions of basic education teachers in the state of Minas Gerais: cohort study* (ProfSMinas Project), which received funding from the Minas Gerais State Research Support Foundation (Fapemig) (Call 001/2022 - Universal Demand - Process APQ-00901-22). The aim was to longitudinally assess the health and working conditions of basic education teachers in state schools in Minas Gerais, with activities carried out in two phases: the baseline, carried out in 2021; and the follow-up, whose data collection took place between October 2023 and March 2024. The main results of the first phase (baseline) are available in a publication by Barbosa et al.¹⁰.

This study aims to: 1) present the set of published articles that report the results of the ProfSMoc, ProfSMoc - Minas COVID Stage, and ProfSMinas projects; and 2) analyze the health status, habits, and behaviors of teachers, based on the results of the published epidemiological studies, identifying statistical associations observed between these aspects - health status, habits, and behaviors - and characteristics of teaching work.

Methods

This is a narrative review study based on a survey of articles reporting the results of the ProfSMoc, ProfSMoc - Minas COVID Stage, and ProfSMinas projects. Narrative review studies aim to identify the “state of the art” on a theme or subject and can also contribute to the debate on certain topics, raising questions and helping to acquire and update knowledge in a short space of time^{11,12}. Thus, this methodology was deemed appropriate for the review in question, allowing us to address the issue of “living, working, and health conditions of basic education teachers in the Minas Gerais state public school system”, from the perspective of the results obtained in the aforementioned projects.

The inclusion criteria were complete articles published in Portuguese or English between 2017 and July 2024, within the scope of the three projects.

The process of searching for studies took place in two stages: 1) identifying articles that had already been published, according to the information recorded in the reports of the respective research projects; and 2) searching for the full texts on the internet.

After reading, the following information was extracted from all the texts: authorship, year of publication, title of the article, name of the journal, language in which it was published, objective, dependent variable, independent variables, type of statistical analysis carried out, and associations found.

The Sucupira Platform (<https://sucupira.capes.gov.br/sucupira/public/consultas/coleta/veiculoPublicacaoQualis/listaConsultaGeralPeriodicos.jsf>) was used to collect information on the classification of each journal according to the 2017-2020 Quadrennial Journal Classification of the Coordination for the Improvement of Higher Education Personnel (Qualis/Capes 2017-2020). Their respective impact factors were collected from the journals' websites. The information was recorded in a Microsoft Excel 2016[®] spreadsheet.

The main methodological aspects of the studies focused on here are presented in the following subsections. The three projects were conducted independently and are not stages of the same longitudinal study. Although they were conducted with teachers from state schools, the studies did not use the same sample. ProfSMoc was conducted with teachers working in Montes Claros, unlike the other two projects, which were statewide. It is therefore possible that a particular teacher took part in more than one study. However, the research group considered that the likelihood of repetition would be limited and decided not to adopt criteria that would prevent the same teacher from taking part in the different projects.

Project 1: ProfSMoc

This was a cross-sectional epidemiological study with a probabilistic sample of 745 primary school teachers who had been teaching for at least one year at the time of data collection. The sample included teachers from 35 state schools located in the municipality of Montes Claros, MG. Data collection took place between March and December 2016, using a self-administered questionnaire, previously tested in a pilot study. The questions were grouped into blocks, as described in **Chart 1**. In addition, vocal and physical assessments were carried out, with anthropometric variables measured. The answers and evaluations were checked using standardized procedures by a team of trained researchers. The project was approved by the Ethics Committee at Research at Unimontes (Opinion No. 1.293.458, on October 23, 2015). All participants signed the Informed Consent Form (ICF).

Chart 1 Blocks and questions on the data collection form for the project *Chronic health conditions and associated factors among public school teachers: a population-based study* (ProfSMoc), 2016

Blocks	Questions*
Sociodemographic profile	Age, gender, self-reported skin color, marital status, and children
Socio-economic profile	Monthly family income, number of residents in the household, and use of health services Criterion Classification Brazil ¹³
Education/qualification	Schooling and degree area
Occupational profile	Length of time working as a teacher, school system(s) in which they worked, work shifts, weekly working hours, employment relationship, other paid activity, level(s) of education in which they worked and subject(s) they taught

Continue

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Job satisfaction	Negative situations at work (violence, indiscipline, overcrowding, infrastructure and material resources, insecurity, lack of training, lack of collaboration from school staff and management, salary, and lack of support from students' families)
	Job satisfaction and intention to change profession
	Burnout syndrome ¹⁴
Self-perception of health	Classification of health status, need for medical consultation, satisfaction with body image, self-assessment of oral health, and need for dental consultation
Health/disease profile	Last medical and dental appointments, diagnosis and use of medication, presence of vocal alterations
	Presence, absence from work, and/or hospitalization due to health problems in the previous three years
	Regular health monitoring, place (health network) of monitoring, and dengue infection
	Leave from work due to occupational stress, depression, or anxiety and accidents at work
	Self-medication
Depression	Beck depression inventory ¹⁵
Stress	Adult stress symptom inventory ¹⁶
Women's health	Pregnancy, gestational diabetes and hypertension, eclampsia, children under 1 year old, breastfeeding, menopause, Pap smears, mammography, and breast self-examination
Men's health	Rectal examination
Tobacco and alcohol consumption	Presence of habits and quantities consumed ¹⁷
Food consumption	Frequency of consumption of vegetables, fruits, and processed foods ¹⁷
Physical and leisure activity	International Physical Activity Questionnaire ¹⁸
	Public place to do activities, active commuting, and frequency of leisure activities
Lifestyle habits	Hours of sleep and sitting time ¹⁷
Lifestyle	Fantastic lifestyle ¹⁹
Quality of life	WHOQOL-bref ²⁰
Social capital	Integrated questionnaire to measure social capital ²¹
Internet access	Internet Addiction Test ²²

Project 2: ProfSMoc - Minas COVID Stage

This is a cross-sectional epidemiological study, of the websurvey type, with data collected using an online form. The participants were 15,641 basic education teachers who were working in state schools in Minas Gerais in 2020. Data collection took place between August 20 and September 11, 2020. The survey form, previously tested in a pilot study, was organized into blocks of questions extracted or adapted from health surveys carried out in Brazil, applied to the general population or specifically to the teaching category. Details are described in **Chart 2**. The

questions on various topics referred to situations before and after the pandemic, to capture changes in aspects related to teaching work, living and health conditions, habits, and behaviors. The project was approved by the Unimontes Research Ethics Committee (Opinion No. 4.200.389, on August 7, 2020). All participants were given an ICF when they accessed the survey form.

Chart 2 Blocks and questions of the data collection form for the project *Health and work conditions of basic education teachers in the Minas Gerais state school system in the COVID-19 pandemic* (ProfSMoc - Minas COVID Stage), 2020

Blocks	Questions*
Characterization of the school	Name of school, city and census area (urban or rural)
Demographic and socioeconomic characteristics	Gender, age, skin color, family income, schooling, marital status, number of children, and housing characteristics
Work characteristics	Length of time working, weekly working hours, teaching level, subject(s) taught, employment relationship, other paid activity, and job satisfaction ²³
Remote work	Type of work, digital tools used, work overload during the pandemic, difficulties faced, mastery of technologies, availability of computers and internet quality at home, participation in training courses for remote teaching, and student access to remote classes
COVID-19	Risk group, flu-like symptoms, COVID-19 test, family members or friends have developed severe symptoms or died from the disease, adherence to social distancing, changes in the volume or type of housework ²⁴
Fear of COVID-19	Fear of COVID-19 scale ²⁵
Health situation during the pandemic	Self-assessment of health and quality of life, presence of chronic back or spine problems, change in intensity or onset of back pain, seeking health care, satisfaction with care received, changes in sleep, presence of feelings of sadness or anxiety, adherence to drug treatments, self-medication, use of medication for relaxation, sleep, or stress/anxiety/depression, and personal care ²⁴
Family life during the pandemic	Length of time living with family members, fights, alcohol consumption and mental health problems among family members, domestic violence, and sexual harassment
Habits and behaviors during the pandemic	Cigarette and alcohol consumption, diet, weight gain, physical and leisure activities, screen time (TV, tablet, and computer) ²⁴

Project 3: ProfSMinas

This is a longitudinal epidemiological study of the websurvey type. An online form was used to collect baseline data. This collection took place between October 26 and December 31, 2021 - the period in which face-to-face activities were being resumed in state schools in Minas Gerais. A total of 1,907 basic education teachers working in state schools at the time of the survey took part. The form was tested in a pilot study and consisted predominantly of instruments previously validated for Brazil. The blocks and questions are described in **Chart 3**. The project was approved by the Unimontes Research Ethics Committee (Opinion No. 4.964.125, on September 10, 2021). All participants were given an ICF when they accessed the survey form.

Chart 3 Blocks and questions of the baseline data collection form of the project *Health and work conditions of basic education teachers in the state of Minas Gerais: cohort study* (ProfSMinas), 2021

Blocks	Questions*
Sociodemographic characterization	Sex, age, self-declared skin color, marital status, family income, main provider, children under 10, and schooling
Occupational characterization	Employment relationship, length of time working, absence from work, weekly working hours, stage of education, work shift, type of work, other paid activity, and job satisfaction ⁴
Psychosocial aspects of work	Job Stress Scale ²⁶
COVID-19	Risk group, diagnosis and hospitalization due to the disease, health problem resulting from COVID-19, vaccination, safety in relation to returning to face-to-face activities, use of protective masks
Fear of COVID-19	Fear of COVID-19 scale ²⁵
Self-assessment of health and quality of life	Questions extracted and adapted from the 12-Item Short-Form Health Survey (SF-12) ²⁷
Access to dental services	Last visit to the dentist, need for treatment, dental pain, and self-assessment of oral health
	Oral health impact profile ²⁸
Health status	Medical diagnosis of diabetes, dyslipidemia, hypertension, heart disease, gastroesophageal reflux, respiratory problems, depression and/or anxiety, pregnancy, weight, height, and presence of back pain
Tobacco and alcohol consumption	Current or previous smoking, frequency and quantity of alcohol consumption
Sleep assessment	Sleep loss due to worries ²⁹ and subjective quality ³⁰
Vocal health	Vocal warm-up
	Presence of voice disorder ³¹
	Voice disorder screening index ³²
	Vocal handicap index ³³
Nutrition	Scale for assessing diet ³⁴
Physical activity	International Physical Activity Questionnaire ¹⁸
	Stages of behavior change for physical activity ³⁵
	Use of public places for activities, active commuting
Common mental disorders	Self-Reporting Questionnaire ³⁶
Excessive smartphone use	Smartphone Addiction Inventory ³⁷

Results

Characteristics of participating teachers

Among the 745 ProfSMoc participants, 83.0% were women; 66.6% were between 30 and 49 years old; 70.2% said they were non-white; 62.4% lived with a partner; 69.0% had children; 21.4% had a family income of between one and three minimum wages; and 55.8% had a postgraduate degree. Regarding work and employment characteristics, 64.7% had been working as teachers for at least 15 years; 80.4% had weekly working hours of up to 39 hours; and 55.0% were contracted or assigned - temporary teachers with no permanent ties to the schools (**Table 1**).

In the ProfSMoc - Minas COVID Stage, 81.9% of the 15,641 participants were women; 66.7% were aged between 30 and 49; 51.1% declared themselves to be non-white; 66.8% lived with a partner; 72.6% had children; and 52.4% reported a family income of between one and three minimum wages. As for work and employment characteristics, 58.0% had been working as a teacher for at least 15 years; 84.2% worked up to 39 hours a week; and 46.0% were contracted or assigned (**Table 1**).

In the first phase of ProfSMinas, among the 1,907 participants, 77.2% were women; 64.5% were aged between 30 and 49; 45.5% declared themselves to be non-white; 60.8% lived with a partner; 29.9% had children under the age of 10 at home; and 51.1% reported a family income of between one and three minimum wages. Regarding work and employment characteristics, 59.2% had been working as a teacher for at least 15 years; 65.7% worked up to 39 hours a week; and 42.5% were contracted or assigned (**Table 1**).

The **Table 1** provides more details on the sociodemographic and economic characteristics, work and employment characteristics, and health status of participants in the three projects.

Table 1 Sociodemographic and economic characteristics, work and employment characteristics, and health status of participants in the projects *Chronic health conditions and associated factors among public school teachers: a population-based study* (ProfSMoc); *Health and work conditions of basic education teachers in the Minas Gerais state school system in the COVID-19 pandemic* (ProfSMoc - Minas COVID Stage) and *Health and work conditions of basic education teachers in the state of Minas Gerais: cohort study* (ProfSMinas)

Variable	ProfSMoc n (%)	ProfSMoc Minas Stage COVID n (%)	ProfSMinas n (%)
Total respondents	745 (100.0)	15,641 (100.0)	1,907 (100.0)
<i>Sociodemographic and economic characteristics</i>			
Gender			
Female	618 (83.0)	12,817 (81.9)	1,473 (77.2)
Male	127 (17.0)	2,824 (18.1)	434 (22.8)
Age (in years)			
25 to 29	107 (14.4)	1,163 (7.4)	88 (4.6)
30 to 39	246 (33.0)	4,685 (30.0)	539 (28.3)
40 to 49	250 (33.6)	5,740 (36.7)	690 (36.2)

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Continuation				
50 to 59	124 (16.6)	3,507 (22.4)	483 (25.3)	
60 or more	18 (2.4)	546 (3.5)	107 (5.6)	
Self-declared skin color				
White	222 (29.8)	7,642 (48.9)	1,040 (54.5)	
Non-white*	523 (70.2)	7,999 (51.1)	867 (45.5)	
Marital status				
With partner	465 (62.4)	10,453 (66.8)	1,160 (60.8)	
No partner	280 (37.6)	5,188 (33.2)	747 (39.2)	
Presence of children				
Yes	514 (69.0)	11,350 (72.6)	571 (29.9) ^a	
No	231 (31.0)	4,291 (27.4)	1,336 (70.1)	
Family income (minimum wages)				
1 to 3	158 (21.4)	8,195 (52.4)	975 (51.1)	
4 to 6	397 (53.9)	6,122 (39.1)	718 (37.7)	
7 or more	182 (24.7)	1,324 (8.5)	214 (11.2)	
Main provider				
Yes	-	7,800 (49.9)	1,142 (59.9)	
No	-	7,841 (50.1)	765 (40.1)	
Postgraduate				
Yes	416 (55.8)	11,807 (75.5)	1,148 (60.2)	
No	329 (44.2)	3,834 (24.5)	759 (39.8)	
Work and employment characteristics				
Working time as a teacher (years)				
Up to 5	195 (26.2)	2,663 (17.0)	326 (17.1)	
6 to 15	287 (38.5)	6,406 (41.0)	803 (42.1)	
16 to 25	212 (28.5)	4,867 (31.1)	560 (29.4)	
26 or more	51 (6.8)	1,705 (10.9)	218 (11.4)	
Weekly working hours				
Up to 39	599 (80.4)	13,167 (84.2)	1,253 (65.7)	
40 or more	146 (19.6)	2,474 (15.8)	654 (34.3)	
Employment relationship				
Civil servant	335 (45.0)	8,440 (54.0)	1,096 (57.5)	
Contracted/designated	409 (55.0)	7,201 (46.0)	811 (42.5)	

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Continuation			
Job satisfaction			
Yes	617 (82.8)	10,370 (66.3)	1,592 (83.5)
No	128 (17.2)	5,271 (33.7) ^b	315 (16.5)
Health status			
History of COVID-19 infection			
No	-	15,456 (98.8)	1,532 (80.3)
Yes	-	185 (1.2) ^c	375 (19.7) ^d
Fear of COVID-19			
Little fear	-	4,364 (27.9)	637 (33.4)
Moderate fear	-	4,446 (28.4)	676 (35.5)
Excessive fear	-	6,831 (43.7)	594 (31.1)

* Black, brown, yellow, or indigenous

^aChildren under 10 years of age living with the respondent; ^bDuring the pandemic; ^cPositive test for COVID-19; ^dDiagnosis of COVID-19 at some point during the pandemic.

Source: Prepared by the authors.

ProfSMoc, Minas COVID Stage, and ProfSMinas publications

Based on the data collected in the ProfSMoc, ProfSMoc - Minas COVID Stage, and ProfSMinas projects, 52 articles were published between 2017 and 2024 in 37 indexed scientific journals, 28 of which were published in Brazil and nine abroad. In the 28 journals published in Brazil, there were a total of 43 articles, 28 in Portuguese, eight in English, and seven bilingual publications (Portuguese and English). In the nine journals published abroad, there were a total of nine articles, eight in English, and one in Portuguese. The journals in which the articles were published had an impact factor between 0.465 and 3.900. In relation to Qualis/Capes 2017-2020, 14 articles were published in journals in extract A, 36 in journals in extract B, and two articles were published in unclassified journals.

Chart 4 shows the set of articles according to the project to which the data is linked, authorship and year of publication, title of the article, name of the journal, and Qualis/Capes.

Chart 4 Published articles reporting the results of the projects *Chronic health conditions and associated factors among public school teachers: a population-based study* (ProfSMoc), *Health and work conditions of basic education teachers in the Minas Gerais state school system in the COVID-19 pandemic* (ProfSMoc - Minas COVID Stage), and *Health and work conditions of basic education teachers in the state of Minas Gerais: cohort study* (ProfSMinas)

Author (year)	Title	Journal (Qualis/Capes 2017/2020)
ProfSMoc (2016)		
CARVALHO et al. (2017) ³⁸	<i>Perfil antropométrico e composição corporal de professores da rede estadual de ensino de Montes Claros-MG</i>	<i>Revista Eletrônica Acervo Saúde (B1)</i>
SOUZA E SILVA et al. (2017) ³⁹	<i>Morbidade autorreferida entre professores da educação básica da rede pública de ensino</i>	<i>Revista Eletrônica Acervo Saúde (B1)</i>

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Continuation

SANTOS et al. (2018) ⁴⁰	<i>Perfil de saúde de professoras da educação básica de escolas públicas de Montes Claros-MG</i>	<i>Unimontes Científica (B1)</i>
CUNHA et al. (2019) ⁴¹	<i>Saúde e trabalho docente: compreendendo a relação entre as condições de trabalho, o convívio familiar/social e a saúde de professores</i>	<i>Saúde & Transformação Social (B3)</i>
SILVA et al. (2019) ⁴²	<i>Fatores associados à prática de atividade física entre professores do nível básico de ensino</i>	<i>Journal of Physical Education (A2)</i>
MAGALHÃES et al. (2020) ⁴³	<i>Perfil laboral, comportamentos e saúde segundo análise de gênero entre professores da rede pública</i>	<i>Unimontes Científica (B1)</i>
MOTA et al. (2020) ⁴⁴	Dissatisfaction with body image and associated factors in adult women	<i>Revista de Nutrição (B2)</i>
VIEIRA et al. (2020) ⁴⁵	<i>Hipertensão arterial e trabalho entre docentes da educação básica da rede pública de ensino</i>	<i>Ciência & Saúde Coletiva (A1)</i>
ALMEIDA et al. (2021) ⁴⁶	Prevalence of overweight/obesity and associated factors among basic education teachers in a city in the north of Minas Gerais, Brazil	<i>Revista de Nutrição (B2)</i>
BARBOSA et al. (2021) ⁴⁷	<i>Fatores associados à autoavaliação negativa de saúde entre professores da educação básica</i>	<i>Revista Baiana de Saúde Pública (B2)</i>
MAGALHÃES et al. (2021) ⁴⁸	<i>Prevalência e fatores associados à síndrome de burnout entre docentes da rede pública de ensino: estudo de base populacional</i>	<i>Revista Brasileira de Saúde Ocupacional (B1)</i>
CUNHA et al. (2023) ⁴⁹	<i>Estilo de vida dos professores da rede pública de ensino</i>	<i>Revista CPAQV (B2)</i>
HAIKAL et al. (2023) ⁵⁰	<i>Fatores de risco e proteção para doenças crônicas não transmissíveis entre professores da educação básica</i>	<i>Revista Brasileira de Saúde Ocupacional (B1)</i>
MAGALHÃES et al. (2023) ⁵¹	<i>Preditores dos sintomas de estresse em uma amostra de professores da educação básica do ensino público brasileiro</i>	<i>Revista CPAQV (B2)</i>
MAGALHÃES et al. (2023) ⁵²	<i>Voice disorders and mental health of basic education teachers in a Brazilian municipality</i>	<i>Journal of Voice (A2)</i>
ROSSI-BARBOSA et al. (2023) ⁵³	<i>Prevalência de problemas vocais entre professores da educação básica e sua relação com o nível de atividade física</i>	<i>Cadernos Saúde Coletiva (B1)</i>
VIEIRA et al. (2023) ⁵⁴	<i>Inter-relações entre insatisfação com o trabalho docente e sintomas depressivos: modelagem com equações estruturais</i>	<i>Ciência & Saúde Coletiva (A1)</i>
CUNHA et al. (2024) ⁵⁵	<i>Vivências, condições de trabalho e processo saúde-doença: retratos da realidade docente</i>	<i>Educação em Revista (A1)</i>
ProfSMoc - MINAS COVID STAGE (2020)		
BARBOSA et al. (2021) ⁵⁶	<i>Fatores associados à ocorrência de infecção e internação por covid-19 em professores de Minas Gerais em 2020</i>	<i>Revista de APS (B1)</i>
DURÃES et al. (2021) ⁵⁷	Food consumption changes among teachers during the COVID-19 pandemic	<i>Obesity Medicine (B1)</i>
LIMA et al. (2021) ⁵⁸	<i>Redução da renda familiar dos professores da educação básica de Minas Gerais na pandemia da covid-19</i>	<i>Trabalho, Educação e Saúde (B1)</i>

Continue

Continuation

SILVA et al. (2021) ⁵⁹	Active commuting to work among teachers of public basic education of the state of Minas Gerais	<i>Revista Brasileira de Cineantropometria & Desempenho Humano</i> (B1)
SILVA et al. (2021) ⁶⁰	<i>Pandemia da covid-19: insatisfação com o trabalho entre professores(as) do estado de Minas Gerais, Brasil</i>	<i>Ciência & Saúde Coletiva</i> (A1)
SOUZA E SILVA et al. (2021) ⁶¹	Working conditions, lifestyle and mental health of Brazilian public-school teachers during the COVID-19 pandemic	<i>Psiquiatriki</i> (B1)
BARBOSA et al. (2022) ⁶²	Back pain occurred due to changes in routinary activities among Brazilian schoolteachers during the COVID-19 pandemic	<i>International Archives of Occupational and Environmental Health</i> (A2)
BARBOSA et al. (2022) ⁶³	<i>Condições de vida e saúde de professoras da educação básica pública de Minas Gerais provedoras financeiras de suas famílias durante a pandemia de covid-19</i>	<i>Revista Brasileira de Estudos de População</i> (A1)
BASTOS et al. (2022) ⁶⁴	Physical education teachers of the basic public education of Minas Gerais in the pandemic of COVID-19: working conditions, health and lifestyle.	<i>Journal of Physical Education</i> (A2)
CUNHA et al. (2022) ⁶⁵	Association between lifestyle and emotional aspects of food consumption during the COVID-19 pandemic	<i>Nutrition, Metabolism & Cardiovascular Diseases</i> (B2)
LEÃO et al. (2022) ⁶⁶	<i>Consumo de álcool em professores da rede pública estadual durante a pandemia da covid-19</i>	<i>Jornal Brasileiro de Psiquiatria</i> (B3)
LIMA et al. (2022) ⁶⁷	<i>Adesão ao isolamento social na pandemia de covid-19 entre professores da educação básica de Minas Gerais, Brasil</i>	<i>Saúde em Debate</i> (A4)
SOUZA E SILVA et al. (2022) ⁶⁸	Overweight and associated factors in Basic Education teachers during the COVID-19 pandemic: gender differentials	<i>Revista de Nutrição</i> (B2)
BICALHO et al. (2023) ⁶⁹	<i>Violência doméstica em professores da rede pública estadual durante a pandemia da covid-19</i>	<i>Jornal Brasileiro de Psiquiatria</i> (B3)
ELOY et al. (2023) ⁷⁰	<i>Adesão ao uso de medicamentos por professores durante a pandemia da covid-19</i>	<i>Unimontes Científica</i> (B1)
ELOY et al. (2023) ⁷¹	<i>Prevalência de sinais e sintomas autorrelatados da covid-19 por professores em Minas Gerais</i>	<i>Revista Bionorte</i> (B3)
MAGALHÃES et al. (2023) ⁷²	<i>Dificuldades no ensino remoto emergencial da rede pública estadual de Minas Gerais no período pandêmico</i>	<i>Arquivos de Ciências da Saúde da UNIPAR</i> (B1)
SOARES et al. (2023) ⁷³	<i>Autorrelato de piora da dor nas costas entre professores de escolas estaduais de Minas Gerais na pandemia da covid-19</i>	<i>Revista Brasileira de Medicina do Trabalho</i> (B3)
SOUZA E SILVA et al. (2023) ⁷⁴	<i>Automedicação na pandemia da covid-19: associação com os hábitos de vida entre professores da educação básica</i>	<i>Revista Brasileira de Saúde Ocupacional</i> (B1)
SOUZA E SILVA et al. (2023) ⁷⁵	Changes in the frequency of oral hygiene during the COVID-19 pandemic among teachers	<i>Arquivos em Odontologia</i> (B3)
SOUZA E SILVA et al. (2023) ⁷⁶	<i>Comportamento sedentário antes e durante a pandemia da covid-19 entre professores da educação básica</i>	<i>Unimontes Científica</i> (B1)

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Continuation

SOUZA E SILVA et al. (2023) ⁷⁷	COVID-19 pandemic: leisure practice among Brazilian teachers	<i>Revista Licere (B2)</i>
SOUZA E SILVA et al. (2023) ⁷⁸	<i>Prática de atividade física ao ar livre na pandemia da covid-19 entre professores do ensino público</i>	<i>Revista Brasileira de Atividade Física e Saúde (B2)</i>
VIEIRA et al. (2023) ⁷⁹	<i>Fatores associados ao estilo de vida dos professores da educação básica estadual na pandemia</i>	<i>Revista Gaúcha de Enfermagem (A3)</i>
AMARAL et al. (2024) ⁸⁰	<i>Fatores associados ao aumento do consumo de cigarro entre professores da educação básica na pandemia da covid-19</i>	<i>Revista Contribuciones a Las Ciencias Sociales (A4)</i>
BICALHO et al. (2024) ⁸¹	Food consumption and remote working conditions among Brazilian primary schools teachers during the COVID-19 pandemic	<i>Archivos Latinoamericanos de Nutricion (--)</i>
SOUZA E SILVA et al. (2024) ⁸²	<i>Inter-relações diretas e indiretas entre os fatores que influenciaram o aumento do peso corporal em professores durante a covid-19: modelagem com equações estruturais</i>	<i>Cuerpo, Cultura y Movimiento (A4)</i>
SOUZA E SILVA et al. (2024) ⁸³	Diagnosis of anxiety and depression among teachers during the COVID-19 pandemic	<i>Revista Psicologia e Saúde em Debate (B1)</i>
ProfSMinas (2021)		
GUMES et al. (2023) ⁸⁴	Factors associated with non-use of dental services during social isolation in the COVID-19 pandemic among teachers of basic education in the state network of Minas Gerais	<i>Arquivos em Odontologia (B3)</i>
MELO et al. (2023) ⁸⁵	Vocal handicap and association with physical inactivity and job dissatisfaction among teachers	<i>PsychTech & Health Journal (--)</i>
SOUZA E SILVA et al. (2023) ⁸⁶	Physical activity among elderly teachers working in basic education schools	<i>Behavioral Sciences (A3)</i>
LACERDA et al. (2024) ⁸⁷	<i>Elevada exposição ao comportamento sedentário observada entre professores da educação básica estadual de Minas Gerais</i>	<i>Revista Eletrônica Acervo Saúde (B1)</i>
LIMA et al. (2024) ⁸⁸	<i>Transporte ativo no percurso para o trabalho de professores da rede pública de ensino de Minas Gerais</i>	<i>Perspectivas em Diálogo (B1)</i>
SOUZA et al. (2024) ⁸⁹	<i>Níveis de atividade física e estágios de mudança de comportamento de professores da educação básica</i>	<i>Revista Cereus (B1)</i>

Of all the articles published, two used a qualitative approach, based on Symbolic Interactionism, with the aim of understanding the processes involved in the health-disease relationship based on the experiences of teachers and their working conditions^{41,55}. The other 50 articles are characterized as epidemiological studies and used quantitative methodologies to analyze the data.

Of the 50 quantitative studies, seven only carried out descriptive analyses of the study populations according to the selected variables. Two others, in addition to the descriptive analysis, used statistical tests - Pearson's χ^2 and the T-test for paired samples - to identify significant differences between the groups evaluated. The other 41 analytical studies used statistical models - Poisson regression with robust variance, logistic regression, or structural equations - to investigate crude and adjusted associations between variables. Among the general themes, different health situations, habits and behaviors, living conditions, working conditions, and domestic violence were investigated during the pandemic.

Outcomes investigated and association with teaching work

Health status

The studies that investigated outcomes related to the health situation of teachers covered the following topics: overweight/obesity, self-reported morbidities, mental health, vocal health, oral health, reports of back pain, medication use, history of COVID-19, increase in body weight during the pandemic, and self-rated health.

The studies that analyzed overweight/obesity found percentages between 48.5 and 52.7%^{38,44,46,68}. Among the factors that showed a statistical association, the following stood out: inadequate dietary pattern, dissatisfaction with body image, symptoms or diagnosis of anxiety/depression, and negative self-rated health. Self-evaluation was investigated by Barbosa et al.⁴⁷. In this study, approximately one third of teachers rated their health negatively (32.9%) and there was an association between negative self-rated health and chronic diseases and vocal complaints. The self-reported increase in body weight during the pandemic was 58.0% and was directly influenced by the increase in computer use during the period⁸².

Regarding self-reported morbidities, Souza e Silva et al.³⁹ found that 85.0% of teachers reported at least one morbidity. The percentage of hypertensive patients in the study population was 17.3%⁴⁰ and 25.0%⁴⁵. Risk and protective factors for chronic non-communicable diseases were also investigated⁵⁰.

As for mental health outcomes, a prevalence of 13.8% of burnout syndrome⁴⁸, 40.2% of stress symptoms⁵¹, and factors associated with depressive symptoms⁵⁴ were investigated. Moreover, 25.0% reported a medical diagnosis of anxiety and 8.6% a medical diagnosis of depression during the pandemic⁸³. Furthermore, 82.3% of participants had at least one mental health problem during the pandemic, including: increased alcohol consumption, sleep problems, and use of psychotropic medication⁶¹.

Investigations into vocal health indicated a prevalence of 19.3% of voice disorders⁵², 79.2% of teachers reported vocal signs and symptoms⁵³, and 20.2% had complaints compatible with vocal handicap⁸⁵.

Oral health during the pandemic was the subject of two studies. There was a 6.5% reduction in the frequency of oral hygiene⁷⁵ and it was also observed that 15.3% of respondents had not used dental services during the entire period of social distancing (2020-2021) and 43.8% had not done so in the year prior to the survey⁸⁴.

As for reports of back pain, 57.8% reported onset⁶² and 35.4% reported worsening pain⁷³ as a result of changes in usual activities due to the pandemic.

Eloy et al.⁷⁰ investigated self-reported adherence to the use of prescription drugs during the pandemic and found that 3.4% had decreased adherence, for 74.7% there were no differences, and 21.9% reported having improved adherence to the use of prescription drugs. Another study found an increase of 14.5% in the use of non-prescribed medicines in the same period⁷⁴.

Among participants in the Minas COVID Stage, 1.2% had tested positive for the disease at the time of data collection (between August and September 2020); among them, 6.5% required hospitalization⁵⁶, 69.6% had headaches, 63.5% had complete loss of smell and taste, 52.5% had dry cough, and 49.2% had fatigue or excessive tiredness⁷¹.

Habits and behaviors

Among the habits and behaviors investigated in ProfSMoc, insufficient physical activity - frequency and/or duration - was observed in 50.6% of the participants⁴² and 7.1% needed to improve aspects related to the physical, psychological, and social components of lifestyle⁴⁹. Magalhães et al.⁴³ also identified gender differences in favor

of women, who showed higher frequencies of healthy behaviors, considering reports of smoking and drinking habits, food consumption, daily hours of TV watching, water consumption, and hours of sleep.

In the Minas COVID Stage, there was a 31.1% prevalence of inappropriate habits - low consumption of fruit, vegetables, and legumes, overweight/obesity, physical inactivity, drinking and smoking^{79,89}, a reduction in leisure activities for 43.0% of the participants⁷⁷, 69.5% reported that they were not practicing physical activities outdoors⁷⁸, a significant increase in the time dedicated to screens (computers, tablets, and TV) during the pandemic compared to the previous period⁷⁶, and 73.9% did not use active transportation - a form of mobility for individuals that uses only physical means, such as walking and cycling - to commute to work in the period before the pandemic⁵⁹.

In the first stage of ProfSMinas, a similar percentage of inactive transportation to work was observed (73.2%)⁸⁸, high exposure to sedentary behavior (42.0%) and association with excessive smartphone use⁸⁷ and a higher frequency of insufficient physical activity among elderly individuals (aged between 60 and 72) compared to those under 60⁸⁶.

In relation to adherence to social distancing during the pandemic, 79.8% of the participants in the Minas COVID Phase answered that they were staying at home and going out only for health care needs and/or shopping in supermarkets and pharmacies⁶⁷. Durães et al.⁵⁷ investigated possible relationships between adherence to social distancing and the eating habits of survey participants. On the one hand, there was an increase in the consumption of unhealthy foods (sweets: 19.5%; soft drinks: 13.3%; and sausages: 12.0%) and, on the other, an increase in the consumption of healthy foods (vegetables: 13.1% and fruit: 12.6%). Furthermore, the consumption of unhealthy foods (a combination of processed meats, frozen dishes, snacks, sweets, soft drinks, and artificial juices) was more frequent among teachers who worked 40 hours a week or more, those who were dissatisfied with their teaching work during the pandemic and who reported work overload during the period⁸¹.

Regarding alcohol consumption during the pandemic, Cunha et al.⁶⁵ observed an association between a healthy dietary intake profile, weight loss, and reduced alcohol consumption. An unhealthy dietary intake profile was associated with weight gain, consuming more alcohol or starting to drink during the pandemic, and increased cigarette consumption. In another study, 7.1% of respondents reported an increase in alcohol consumption compared to the pre-pandemic period; this was higher among men, younger people, those with higher household incomes, and who were experiencing sleep problems⁶⁶. An increase in alcohol consumption was also observed in a study focusing on female physical education teachers (10.3%)⁶⁴.

Among participants who declared themselves smokers, 44.9% increased their cigarette consumption in the period; with a higher prevalence among those with sleep problems, who also increased their alcohol consumption, with frequent feelings of sadness, and among those who were not practicing physical activities⁸⁰.

Statistical associations with teaching work

Among ProfSMoc participants, associations were observed between longer weekly working hours and overweight/obesity⁴⁶, stress symptoms⁵¹, and the presence of voice disorders⁵². Rossi-Barbosa et al.⁵³ observed an association between reports of vocal signs and symptoms and a longer teaching career.

Individuals dissatisfied with their work had a higher prevalence of risk behaviors in relation to chronic non-communicable diseases⁵⁰, as well as a higher prevalence of negative self-rated health⁴⁷, burnout syndrome⁴⁸, stress⁵¹, depressive symptoms⁵⁴, diagnoses of depression and anxiety⁸³, unhealthy lifestyle⁴⁹. A higher prevalence of burnout syndrome was also associated with a desire to change profession and a lack of support from the school management⁴⁸. Negative self-rated health was also more prevalent among teachers who reported overcrowded classes⁴⁷.

Among participants in the Minas COVID Stage, 90.6% reported some degree of difficulty with remote teaching activities and these difficulties were greater among those who did not own a computer or shared it with someone at home and had little command of technology⁷². Experiencing difficulties in remote work has also been associated

with a greater chance of being diagnosed with depression⁸³, the onset or worsening of back pain due to changes in usual activities^{62,73}, and increased alcohol consumption during the pandemic⁶⁶.

The report of the onset or worsening of back pain during the pandemic was more frequent among respondents with longer working hours in teaching, longer working weeks, and who reported work overload during the pandemic^{62,73}. Participants with longer working weeks during the pandemic also had a higher prevalence of overweight/obesity⁶⁸, a higher chance of being diagnosed with depression⁸³, a higher frequency of inadequate health habits⁷⁹, and greater adherence to social distancing during the period⁶⁷.

Another variable that stood out was dissatisfaction with teaching during the pandemic. Among the participants, 33.7% were dissatisfied and the prevalence was higher among older people in the profession and those with difficulties in remote work⁶⁰. Dissatisfaction was also associated with an increase in self-medication⁷⁴, alcohol consumption⁶⁶, and cigarette smoking⁸⁰, as well as inadequate health habits⁷⁹ and a reduction in leisure activities⁷⁷.

In ProfSMinas, dissatisfaction with teaching work was associated with vocal handicap⁸⁵, inactive transportation⁸⁸, and high exposure to sedentary behavior⁸⁷. Vocal handicap was also associated with longer teaching experience⁸⁵.

Other outcomes

A study by Bicalho et al.⁶⁹ identified an increase in domestic violence during the pandemic in 35.4% of the households of teachers who reported previous episodes of violence. The prevalence was higher among people who faced difficulties with remote teaching, those who fully adhered to social distancing, who observed a worsening of their health status during the period, and among respondents who frequently experienced feelings of sadness and depression.

Approximately 41.0% of participants in the Minas COVID Phase reported a reduction in family income because of the pandemic. The results showed that this reduction was more prevalent among individuals who lived with someone else, who had a contract or appointment with the state school, who had been teaching for less time, who worked less hours per week, who often felt anxious, and who were experiencing sleep difficulties during the period⁵⁸.

Among the teachers taking part in the Minas COVID Stage, 47.2% said they were the main financial providers for their families during the pandemic. Compared to co-providers, they were older and formed single-parent families. Moreover, they had worse socioeconomic status, a greater workload and less healthy behaviors⁶³.

Highlights in relation to epidemiological studies

Between 2017 and 2024, the ProfSMoc Projects, the Minas COVID Stage, and the first phase of ProfSMinas enabled the publication of 50 articles reporting the results of epidemiological studies using quantitative methodologies. The publications took place in journals published in Brazil and abroad, in Portuguese and English. There was great thematic diversity among the manuscripts, which demonstrates the interdisciplinarity of the project's technical team and enhances the scientific contribution of these studies, the results of which could support public policies to promote health, improve working conditions, and enhance the social and professional value of the category^{90,91}.

The characteristics of the project participants reflect the reality of basic education in Brazil in terms of the predominance of women. Recent data from the Basic Education School Census showed that female teachers represent most workers in the category, with differences according to the stage of education. In early childhood education, 96.3% were female; in primary education, 77.5% were female; and in secondary education, 57.5% were female⁹². At all stages, the age groups with the highest concentration of teachers were between 40 and 49 years old, followed by 30 to 39 years old⁹².

As for living conditions and pay, a study carried out by the Institute for Applied Economic Research (Ipea) compared basic education teachers with the rest of the employed population in Brazil. The profile was of an

over-representation of women among teachers, with a tendency to have fewer children and a significant presence in households with a per capita income of less than half a minimum wage⁹³.

The results of the studies reviewed here made it possible to analyze different outcomes relating to the living conditions, health, work, habits, and behaviors of teachers of basic education in state schools in Minas Gerais. These results constitute a body of evidence that adds to the scientific output of different researchers from all over Brazil who have, over the years, highlighted the physical and mental illness of teachers^{5-7,94,95}.

Dissatisfaction with work and mental illness have been highlighted which, together with vocal complaints and reports of musculoskeletal pain, which were also present among the teachers investigated in the three projects, represent the most frequent health problems in the teaching category^{1-3,5,96}. They are also responsible for teachers taking time off work due to illness⁹⁷⁻⁹⁹.

Teachers have similar illness profiles to the general population in many ways, such as age-related illnesses or the presence of behavioral risk factors. However, teaching work has specific characteristics¹⁰⁰ - such as: time dedicated to extra-class activities at school or at home, working two or three shifts - which can represent barriers to the adoption of healthy habits, generating additional forms of illness.

Other studies have also observed difficulties in carrying out remote teaching activities, as well as abrupt changes in habits and behaviors during the pandemic. The work reality created by the health crisis due to COVID-19 meant that teachers had to deal with urgent requirements and demands, as well as abrupt changes in the way they worked, often without the conditions to do so, since remote activities required teachers and students to have the technological resources available and the knowledge to use them^{101,102}. There was an immediate need to change teaching methods, adapt lesson plans for remote teaching, and create a new daily routine, transforming the spaces in their homes into classrooms¹⁰²⁻¹⁰⁴. This has resulted in improvised working conditions and exhausting working hours¹⁰¹⁻¹⁰⁴, as well as significant changes in habits and behaviors, with consequences for teachers' physical and mental health¹⁰⁴, including a worsening of situations prior to the pandemic.

The studies carried out have some limitations. Cross-sectional epidemiological approaches do not allow us to determine the temporality of the relationships between exposures and outcomes. They are also subject to selection bias, which can lead to the healthy worker effect, since one of the inclusion criteria in the studies was the need for the participant to be in work. Therefore, individuals away from work, including due to health problems, did not take part in the surveys. Furthermore, it should be borne in mind that self-reported answers are subject to recall bias. In the case of surveys whose data was collected using online forms, it is not possible to guarantee that the sample is equiprobabilistic among the elements of the population being investigated and there is also the possibility of selection bias due to dependence on internet access.

On the other hand, strong points should be emphasized. Large samples were achieved with characteristics consistent with the reality of basic education in Brazil. ProfSMoc used a questionnaire based on an extensive literature review and had a trained technical team at all stages. The websurveys - Minas COVID Stage and ProfSMinas - made it possible to achieve extensive geographical coverage in data collection, with low cost and safety in relation to the risk of contamination by the coronavirus. The results were compiled into technical reports that were published and are available on the internet⁸⁻¹⁰. These reports were also published on social media and sent to participating teachers, with the aim of popularizing the data and making scientific communication more direct and effective. They were also presented to SEE/MG with the aim of supporting the revision or creation of public educational policies.

The presentation of the Qualis/Capes ranking of the journals in which the articles in this review were published is justified by the fact that this ranking was suggested by the coordinators of the postgraduate programs as a criterion to be considered when choosing journals. The Qualis/Capes classification was one of the parameters used to evaluate the programs through the production of teachers and students. It should be noted that the Qualis/Capes classification refers to the journals and does not necessarily reflect the quality of the articles published in them. At the time of writing, Capes announced that it will discontinue using Qualis to evaluate scientific production from 2025 and that a new system will focus on articles, no longer the journals in which they are published.

Conclusion

The data collected in ProfSMoc made it possible to find out about the health conditions of basic education teachers in the municipality of Montes Claros - MG and the associated factors. ProfSMoc - Minas COVID Stage, in turn, provided an overview of the changes that have occurred due to COVID-19 and how the pandemic has affected the living, health, and working conditions of basic education teachers in the state of Minas Gerais. ProfSMinas, on the other hand, sought to assess health and working conditions at the time of the resumption of face-to-face teaching activities in state schools in Minas Gerais, laying the foundations for analysis to be carried out in the follow-up phase of the project, in which participants from the previous stage were again invited to answer the survey questionnaire.

It is hoped that these studies and future research related to the topic will enable the planning and implementation of interventions in work situations that are based on the routine of the services and on listening to teachers, in the sense of articulating and bringing the universe of research closer to the school environment.

The articles published from this set of projects provide a comprehensive and in-depth picture of the health of teachers, helping to put the discussion on teaching work in basic education back on an up-to-date footing. It should be noted that, in addition to health promotion strategies, public policies are needed to guarantee material and organizational conditions for teachers to carry out their work, as well as adequate pay and a better structured career plan for the category. Together, these policies and actions could give practical shape to the - relatively common - discourse on the need to recognize the relevance of the teaching profession and the social valorization of the profession.

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