

Overview of Occupational Diseases Caused by Mental Stress Most Frequently Observed in Brazilian Teachers: A Review

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Authors' contributions

This work was carried out in collaboration with all authors. Author KOG was the majority author of this manuscript, since he carried out the research and wrote in his majority. Author VHAL was the correspondent of the magazine, reviser of this work and updated its references. Author DSS was the third reviewer, translator, and assistant in bibliographical research. Author EFV was supervisor on specialization in organizational and work psychology. Author DLC was scientific advisors, and payers of this article. Authors YMRP and RMS managed the feasibility analyzes of the study. All authors read and approved the final manuscript.

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ABSTRACT

The magisterium has always been considered by law as a painful activity, which causes physical or psychological wear and tear on the organism, due to the repetition of psychological movements, pressures and tensions that affect the worker emotionally. Decree 53.831 / 64 framed the role of teacher as painful. This article aims to discuss the main occupational diseases verified in teachers in Brazil and as specific objectives to describe how the workload of teachers can contribute to the development of occupational diseases and to verify in the literature, prevention and safety measures that have been used and published. The results show that occupational diseases in teachers are common in the teaching environment, where the mental and emotional ones are among the majority for this class, later the diseases of the locomotive apparatus, which demonstrate that working long hours without valorization or adequate remuneration can generate health damages.

Keywords: Occupational diseases; teaching work; occupational health.

1. INTRODUCTION

Humanity lives in an age where well-being has been much discussed and valued. The National School of Public Health states that occupational diseases affect three out of ten Brazilians. In 2010, the Ministry of Welfare announced that 77,000 workers were removed from their jobs, in the countryside and in the city, due to postural and labor problems. Occupational diseases are those in which their relation with specific causal factors of work has been fully demonstrated, which can be identified and eventually controlled [1].

The magisterium has always been considered by the legislation as a painful activity, which causes physical or psychological damage to the organism due to the repetition of psychological movements, pressures and tensions that affect the worker emotionally, being that the Decree 53.831 / 64 framed the function of teacher as painful [2]. The role and duties of the teacher have been widely discussed nowadays, especially with regard to pedagogical didactics that is best suited to students' performance. However, the health and quality of life of these professionals requires greater appreciation. Researches carried out to analyze the labor quality of these professionals, aiming at their specific occupational well-being, are still scarce.

The data lead us to the following question: How can the workload developed by teachers contribute to the development of occupational diseases? The above question arose from personal observation, in my private practice, where 70% of the public attended is teachers, of these, 80% treat occupational diseases. From this analysis came the idea of observing the highlighted theme. The main objective is to

discuss the main occupational diseases found in teachers in Brazil, and as specific objectives to verify if the workload of teachers has caused occupational problems and to recognize the measures of prevention for occupational problems in teachers cited in the publications.

In order to fulfill this purpose, this article makes a bibliographic review where 35 publications were used, with the care that they are the most current, where the preference was for the dates between 2000 and 2015, using as descriptors: occupational diseases, occupational diseases in teachers, teaching work, working conditions of teachers and occupational health. The database was made up of books, counting also with digital search that will include search sites and published scientific articles. For the central discussion about occupational diseases, only published research will be analyzed as of 2005. As exclusion criteria, articles that deal with occupational diseases of other classes of workers and that report labor problems of teachers in other countries should be removed.

2. THEORETICAL REFERENCE

2.1 The Teaching Work

Teachers are generally considered to be responsible for the quality of education, for the good performance of the students, for the success or failure of educational programs implemented in the school and in the educational system, in the context of educational reforms. This responsibility has led to an intensification of the teaching work, especially in the classroom, pedagogic meetings, participation in school management, pedagogical planning, among other activities, a situation that has motivated a

reflection on teaching work conditions, salary issues and professional valuation [3].

In order to clearly and objectively describe the teaching work, it is extremely relevant to cite the history of the struggle and working conditions of teachers over the years in Brazil. As well as summarizing how the process of teaching and reflection occurred since the beginning of humanity, verifying who were responsible for teaching before the existence of schools and the responsibility of states with education. In this way, the development and appreciation of teachers will be more clearly reviewed, and analogies between present and past and historical explanations about their current working conditions will be made [3].

2.1.1 History of the teaching profession

Even before the consolidation of schools in ancient civilizations, the art of reflection and the search for knowledge already existed and were consolidated in manuscripts. The teaching process was not always valued and in most nations, the privilege of a few. In antiquity, the initial knowledge was myth and later reason. At that time the philosophers were the first representations of teachers, they questioned the myths and questioned our existence. The pedagogues were the slaves who carried the children of the highest class to observe the philosophers in the agoras, so there was no established relationship between the teaching-learning process. After the emergence of democracy in Ancient Greece, the search for explanations related to existence ceases to be the main focus of philosophical questions. Knowing how to speak their interests was now the purpose of these philosophers [4].

Thus arise the Sophists, who taught those who could pay them, seeking to persuade and convince those who listened to him. Although the processes related to education varied from one society to another, the figure of the teacher was always at the forefront of these processes [4]. Changes in education are historical, in the Middle Ages, access to school continued to be restricted to the elite of society. Besides the work of the arts of education, the teacher assumes his work incorporating the value of priesthood [5].

According to Nóvoa [6], schools were therefore associated with religious institutions, for it was the Catholic Church that established what should be studied. The genesis of the teaching

profession predates the nationalization of the school since, since the sixteenth century, there were already several groups of lay people and religious who engaged in teaching. Meanwhile in Brazil, during the period of colonization begun in 1549, the Jesuits initially led by Father Manoel de Nóbrega began the first steps towards education in this territory: the so-called catechyses. These, according to Palma Filho [7], were intended to teach Catholic Christian teaching to the natives. As early as 1759, the expulsion of the Jesuits in Brazil, led by Sebastião José de Carvalho e Melo, Marquis de Pombal (Portuguese prime minister), carried out the first educational reform to fulfill economic interests in Brazil.

According to Seco and Amaral [8], it was necessary to modernize Portuguese culture, moving from commercial to industrial because it was losing market to England and therefore appointed the Marquis of Pombal as prime minister, to make the changes necessary for the resumption of the Portuguese economy. At this moment a director general of the studies was appointed, who should, in the name of the king, appoint teachers and supervise his action in Brazil-Cologne. At the moment, according to Palma Filho [7], education and the teaching professional already suffered from lack of structure and lack of preparation for the new model of education required. It is from 1930, beginning of the Vargas Era, that the most modern educational reforms emerge. Thus, in the emergence of the urban-industrial world, discussions around educational issues began to be the center of interest of intellectuals. And they were deepened, mainly due to the social unrest caused by the First War and the Russian Revolution that alerted society to the possibility of humanity returning to barbarism due to the degree of violence observed in these wars [9]. However, it was necessary to have "references" and prestige to play the role of teacher, as discussed by Vicentini and Lugli:

"At the time, the recommendation of a person of prestige in national public life was decisive for obtaining positions, especially in the public teaching (classroom), predominant during the Empire as well as in the Republic." [10].

In 1760, when the state assumes the task of teaching, the competition form for teacher selection takes place, where the candidate was submitted to a grammar test and another one of

mathematics to be able to occupy a assigned classroom in a city or town. If approved, the teacher would receive a document authorizing to teach. This position was for life, unless the teacher decided to change his location, when he lost his right to class. But to be lifelong, it was necessary that he be appointed, which was not often due to excessive bureaucracy [10].

Following this path of struggles, education in Brazil and the role of the teacher started to stand out, from the Constitution of 1988, which established in its transitional arrangements, a period of ten years for the universalization of education and the eradication of illiteracy. Subsequently, in the 1990s, the Law on Guidelines and Educational Bases (1996) and the organization of FUNDEF (Fund for the Maintenance of Primary Education Development) were later adopted, which obliged states and municipalities to apply an annual percentage of their income, where 60% of this amount is used to pay teachers. According to Rocha [11], with the educational reforms that took place in Latin America in the 1990s, new elements of control of teaching work come on the scene, characterized by the increase of tasks to be carried out by teachers, responsibility for student performance, measured through systemic assessments, causing self-responsibility and guilt, the intensification of their work and, consequently, frustrations, disappointments and illness, also due to the lack of working conditions.

2.2 Legislation and Regulations for Teaching Work in Brazil

Work is an activity that can occupy a large part of the time of each individual and their social life [12]. Due to this fact the working conditions in general must be favorable, in the sense of offering the workers an adequate environmental structure, salary compatible with the market, fair hours and a manager that respects the professional. Education can be considered one of the most important areas for forming the social, economic and political structure of a country. The intellectual and cultural level of the population, the formation of conscious and capable citizens, as well as the preparation and qualification of the working class are examples of important aspects that are closely related to the capacity of the existing educational system [13].

For this reason, the teaching work must be valued by the society that receives it and the elected officials to maintain the national order.

However, for this valorization to happen, this working class must have the resources necessary to carry out its activities, with satisfaction to its profession and pride within its institution. Brazil has more than two million teachers, according to the National Institute of Studies and Educational Research Anísio Teixeira (Inep), these teachers are governed by the labor laws, CLT (Consolidation of Labor Laws). To meet the specificities of this career, section XII of the labor legislation - that goes from article 317 to 323 - defines special guarantees for the teacher.

2.2.1 Basement Legal in Brazil: Law no. 7.855 of October 24, 1989

The laws described below are of the utmost importance to the educator, so that the educator, who has so many responsibilities with regard to the obligations related to his profession, can, from the legal guarantee, collect rights, just as the their duties.

“Art. 317 - The remunerated exercise of teaching in private educational establishments will require only legal qualification and registration with the Ministry of Education. (Redaction given by Law No. 7,855, dated 10/24/1989); Paragraph 1 - The registration referred to in this article shall be made once the interested party presents the following documents: a) certificate of qualification for the teaching profession, issued by the Ministry of Education, or by the competent state or municipal authority; b) identity card; c) leaf run; d) attested, signed by an appropriate person, that he / she does not respond to the lawsuit nor has he / she been condemned for a crime of an infamous nature; e) certified that he does not suffer from a contagious disease passed by a competent sanitary authority; Paragraph 3 - In the case of members of religious congregations, the presentation of documents indicated in subparagraphs c and c of § 1 shall be dispensed with, and, when foreigners, the document referred to in paragraph b) of paragraph 1 shall be replaced by a certificate of the diocesan bishop or equivalent authority; Art. 318 - In the same educational institution, the teacher may not give more than 4 (four) consecutive classes per day, nor more than 6 (six), interspersed; Art. 319 - Teachers are prohibited, on Sundays, the regency of classes and the work in examinations; Art.

320 - The remuneration of teachers will be fixed by the number of weekly classes, according to the schedules; Paragraph 1 - The payment shall be made monthly, considering for this purpose each month consisting of four and a half weeks; Paragraph 2 - Due each month, the amount corresponding to the number of classes that they have missed will be deducted in the teachers' compensation; Paragraph 3 - In the course of 9 (nine) days, absences due to gala or mourning as a consequence of the death of the spouse, the father or mother, or of the child shall not be deducted; Art. 321 - Whenever the educational institution has to increase the number of classes marked in the schedules, it will remunerate the teacher, ending each month, with an amount corresponding to the number of surplus classes; Art. 322 - In the period of examinations and in the school holidays, teachers are guaranteed the payment, in the same contractual period, of the remuneration they perceived, according to the schedules, during the class period. (Redaction given by Law 9,013, dated 30.3.1995); Paragraph 1 - Teachers will not be required to provide more than 8 (eight) hours of daily work during the examination period, except for the supplementary payment of each hour in excess of the price corresponding to that of a class; Paragraph 2 - In the vacation period, no other service may be required from teachers other than those related to the performance of examinations; Paragraph 3 - In the event of dismissal without just cause, at the end of the school year or during the school holidays, the teacher is guaranteed the payment referred to in the caput of this article. (Paragraph included by Law 9,013, dated 30.3.1995); Art. 323 - The operation of the private educational institution that does not pay its teachers in a dignified manner, or does not pay them the remuneration of each month punctually, will not be allowed; Sole Paragraph - It is the responsibility of the Ministry of Education and Health to establish the criteria for the determination of the appropriate remuneration due to the teachers as well as to ensure the execution of the precept established in this article; Art. 324 - Private educational establishments, for the purpose of supervising the devices contained herein, are obliged to keep posted in the registry, in a visible place, the table of their faculty, which includes the name of each teacher, the number of its registration

and of its work and social security portfolio and the respective timetable; Sole Paragraph - Each establishment must have a registration book, which includes the data regarding teachers, as to their identity, registration, work and social security card, date of admission, working conditions, and any other annotations that by law must be made, as well as the date of their departure when they leave the establishment (Redaction given by Decree-Law no. 926, 10.10.1969).” [14].

And despite the special protection provided in the CLT, the career of teacher suffers from devaluation. For Judge Noêmia Porto of the Regional Labor Court of the 10th region, it is possible to observe three possible causes of this process: The first is that the teacher suffers a natural physical and mental exhaustion, due to the activity. The second is that the teacher does not produce a consumer good, although it produces an immaterial good of immense value that is knowledge. The third is that the hourly tuition is not always a value that can express the discourse of quality education. In the midst of so many questions, we begin to reflect on the deleterious effects that this professional activity can cause to health.

2.3 Some Characteristics of Teaching Work

Teachers are responsible for mediating students' internal and external relationships and learnings, thus confronting different realities, cultures and knowledge. In this case being able to stimulate the critical sense and to develop the intellectual performance of several "formations" at the same time and often in more than one turn can generate occupational overload. Overloading occurs when the demands at work outweigh the individual's ability to respond to them. There are two types of workload overload: the quantitative and the qualitative overload [15].

The quantitative overload occurs when the time pressure is high, that is, when the worker can't regulate the rhythm and it is high; when a large amount of work must be done in relation to the time available; and / or when there are numerous interruptions that force them to leave their tasks momentarily and return to them later. The qualitative overload happens when the work demands too much of the worker who does it and the worker feels overcome. Usually appears when a technological and organizational change

takes place; when a worker is promoted without having previously carried out the corresponding information and training actions; or in the works of attendance to users, public and / or customers [16].

This overload, associated with other issues (psycho-social support, internal resources among others), can be considered a stressful factor because:

“The work environment is a complex system where the teacher is inserted, by the physical environment, social environment of the school, type of management, organization of pedagogical work, work operations, time management, student behavior management and control of the teaching and learning process.” [10].

The authors Junior and Lipp [17] address in their questions the same type of argument raised by the authors above, where they report that there are two groups of indicators of teacher malaise, in the first, are the rapid transformations of the social context, that changed the role of the teacher over time, increasing their functions, in the second group, the authors highlight the lack of pedagogical resources and violence in institutions. These approaches, raised by the authors, transform the teaching work into an activity with multiple factors that can lead this professional to develop occupational diseases.

2.3.1 Occupational diseases in teachers

Occupational diseases are due to the worker's exposure to the risks of the activity that he/she develops. They may cause temporary, repetitive, and even definitive dislocations, impairing productivity [18]. Bernardino Ramazzini, a celebrated Italian physician in 1700, made the first classification and systematization of occupational diseases in the perspective of completeness. His work *De Morbis Artificum Diatriba* is considered by national and international authors as a milestone in the analysis and organization of work diseases [19]. Ramazzini was the first health professional to worry about occupational health and was cited in several world publications, including those of the International Labor Organization (ILO), which was established in 1919. This famous doctor was also responsible for the first study that concerned himself with inadequate positions in the workplace, opening space, to a new vision of

occupational health, as it relates in chapter XXIX of his book:

“Hitherto I have spoken of those artificers, who contract diseases by virtue of the harmfulness of the manipulated matter; I am pleased here to deal with other workers who, for other reasons, such as the position of the members, of inadequate bodily movements, which, while working, present disturbances, such as workers who sit, bent, running, riding or fatiguing his body in any other way.” [20].

We can relate Ramazzini's quotation above (albeit old) to the teachers' posture in the classroom. They spend part of their class time in a biped (standing) position, often stressing the shoulder and neck regions by raising their arms to write on the blackboard or perform demonstrations on the show, at other times they are seated and curved, while doing their planning for classes or when presenting papers and proofs to correct. Ceballos [21] explains that musculoskeletal disorders developed by teachers: such as pain in the back, shoulders and spine are associated with the posture maintained for long periods, work overload, furniture inadequacy and physical effort to perform their task. But this is not the only health problem of this professional class.

In the present study, we found only nine studies reporting specifically occupational diseases in teachers, of which, will be inserted in the following discussion, only those that made observations from 2005.

Occupational diseases are diseases that are directly linked to the activity performed by the worker or the working conditions to which he is subjected. They are subdivided into: Professional diseases or technopathies: work itself is the cause of the disease; Work diseases or mesopatias: work is not the specific cause of the disease, but it acts, in many cases, aggravating it [22]. Analyzes of work-related diseases have multiple inputs of observation, mainly in the clinical sphere (diagnosis and treatment), epidemiological (determination and distribution) and legal (work-related). In them, the causal factors present in the different processes and work environments are observed, the groups of workers exposed, according to the activities they develop, and the different forms of illness that affect them, due to the type of work and the way is performed [19].

According to Baião and Cunha, in [23], the process of illness of the educator / teacher occurs mainly by the daily stressors of teaching and by the way these are faced. It is known that each individual will respond differently to a stimulus, but this will depend on the psychological, physical and intellectual capacity, and it is necessary to highlight the main diseases presented by this occupational group and described in the literature.

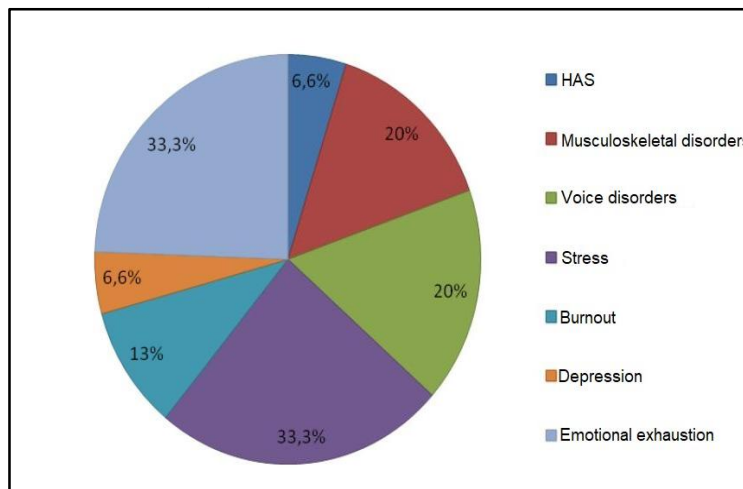
2.3.1.1 Main occupational diseases identified in teachers in Brazil

Factors such as accelerated work, physical exertion and a stressful work environment contribute to damage to teachers' health, leading to stress, pharyngitis (due to the use of voice), low back pain (due to body posture), locomotor and circulatory apparatus and even neuroses (psychosomatic problems) and mental health [13]. Baião and Cunha, in [23], carried out a study analyzing published scientific data about occupational dysfunctions in the teaching environment, reaching the following observation: The problems related to emotional exhaustion were found in 33.3% of the articles selected as the main occupational disease of the teachers, as well as stress, also with 33.3%. Subsequently there are musculoskeletal disorders and voice disorders with 20% each, in the articles selected. Next was Burnout syndrome, which was found in 13% of the researched literature and, finally, depression and systemic arterial hypertension with 6.6% each, as shown in the chart below.

In an earlier study, [24] conducted a survey on the profile of work dismissals of education professionals in the city of Belo Horizonte between April 2001 and May 2003, using the data presented in the prepared report by the Health and Medical Expertise Manager (GSPM) of Belo Horizonte City Hall, Minas Gerais, completed in 2005. Based on this analysis, the authors developed the following Table:

The analysis found that of 13773 cases analyzed, 2247 were responsible for mental and behavioral disorders, 1611 were related to diseases of the respiratory system, 1441 of the cases occurred due to diseases of the musculoskeletal system and connective tissue, in 610 cases were diseases of the circulatory system, in 210 diseases of the nervous system and 141 cases of endocrine, nutritional and metabolic diseases.

The studies, despite almost 10 years of difference, show that the occupational disease that affects the teaching community most are those of a mental, behavioral and emotional nature, citing factors such as stress, stress, overload and poor working conditions as the main factor that leads teachers to present these disorders in their health [23,24,25]. According in [26], stress is the result of a reaction that the organism has when stimulated by unfavorable external factors and is used to conceptualize discomfort, oppression and adversity. The terms fatigue, fatigue and nervous tension are used to define the stress of everyday life.



Graph 1. Occupational diseases and / or dysfunctions in the teaching environment

Source: Training @ Docente Magazine - Belo Horizonte - vol. 5, n. 1, jan / jun 2013. In [23]

Table 1. Diagnoses identified in SMED teachers

Diagnostic groups that led to the removal of the SMED servers from May 2002 to April 2003		
Diagnostics	Number	%
Mental and behavioral disorders.	2247	16,3
Diseases of the respiratory tract.	1611	11,7
Osteomuscular and connective tissue diseases.	1441	10,5
Diseases of the circulatory system.	610	4,4
Diseases of the nervous system.	210	1,5
Endocrine, nutritional and metabolic diseases.	141	1,0
Others.	6665	48,4
Blank record.	848	6,2
TOTAL	13773	100,0

Extracted and adapted from: City Hall of Belo Horizonte / Syndicate Single of Teaching Workers, 2003

Source: Education and Research, São Paulo, v. 31, n. 2, p. 195, maio/ago. 2005. In [24]

Work conditions are related to occupational stress and may reflect the overload, causing the teacher a greater difficulty in performing his task [26]. The hours worked are considered an important factor, because during the working hours the teacher presents concentration in the same activity, maintains the same posture for a long period and this in the long term can generate dysfunctions and / or diseases [27].

The researches in [27,23] where they find that the third most common occupational disease found in teachers, according to the articles selected by them are dysfunctions musculoskeletal disorders, caused precisely by the postures maintained during activities inside and outside the classrooms to be performed by teachers. In [24] also verified that these same disorders (musculoskeletal diseases) are the third main cause that leads to the removal of teachers from their work activities.

The occurrence of musculoskeletal disorders has been increasing in workers from various sectors of the economy, both in the national and international contexts, both in developed and developing countries [28]. In this case, education professionals, with their long hours of work, would not be "safe" from this problem. For this

reason, it would be necessary within the schools (a place that groups a great part of the communities in each municipal sector of the country) activities of prevention in worker's health, for the professionals of the education, as well as a screening with respective epidemiological action in these places, verifying those who already have occupational diseases installed so that they were oriented to start multiprofessional treatment, thus avoiding that a professional so important in the national scenario had to be removed from his work activity.

2.3.2 Strategies for disease prevention and health promotion

The health prevention strategies of the general worker, be it of the public or private sector, are the duty of the state, configured by law, whose responsibility is the Unified Health System (SUS), which must displace its primary care teams to perform prevention actions in the community at large.

Law 8080, of September 19, 1990, establishes the conditions for the promotion, protection and recovery of health, the organization and operation of the corresponding services and other measures. It includes article 5, which identifies the objectives of SUS, and paragraph III: "III - assistance to people through actions to promote, protect and recover health, with the integrated realization of care actions and activities preventive".

And in Art. 6, are still included in SUS's field of action: "I - the execution of actions: a) health surveillance; b) epidemiological surveillance; c) health of the worker; e) comprehensive therapeutic care, including pharmaceuticals".

Still reporting the possible legal guarantees, which should institute measures to prevent and promote the health of teachers. Within the PNE (National Education Program), goal 7.31, talks about the health of education professionals, which aims to: "Establish effective actions specifically aimed at promoting, prevention, care and attention to health and physical, mental and emotional integrity of education professionals, as a condition for the improvement of educational quality [29].

However, according to the Observatory of PNE in a study done by [29], there is no definite survey regarding the existence of actions for the promotion, prevention, attention and health care

and physical, mental and emotional integrity of education professionals.

As mentioned in sub-item 3.1.1 of this study, teachers are subject according to their occupational activity to several problems, among them, stress, pharyngitis, diseases of the locomotor system. Being aware of the depreciation symptoms of your health, in order to avoid possible diseases that will compromise your work income.

According to [18], the worker must learn to identify the signs of the body itself to perceive the beginning of any discomfort. The most common symptoms that require medical attention are: Excessive tiredness, discomfort after work, swelling, tingling of the feet and hands, feeling of shock in the hands, pain in the hands and loss of hand movements. Only after a medical diagnosis, the education professional should follow the guidelines appropriate to his problem, to avoid or treat. With relation to osteomioarticular diseases, Aloan, cites some strategies of prevention:

“Every hour of typing, get out of your chair and move. If possible, do stretching exercises. Pauses during the tasks allows a relief of the most active muscles. Drink water regularly throughout the day. A good option is to always have a bottle near your place of work. Have proper posture: relaxed shoulders, straight wrists, back resting on the chair. The chairs must have height so that the soles of the feet are always kept fully supported on the floor. Maintain a right angle between your back and the seat of your chair. The chair should be anatomically shaped for the hip and adjustable backrest” [18].

The main problem faced by the educating class in this country is precisely the lack of strategies aimed at ensuring more health and quality of life for these professionals. By asserting their rights, especially with respect to safety, comfort and decent working conditions, the teaching professional could develop his social function more motivated, thus impacting the education of the millions of Brazilians in intellectual and human formation who show close influence of the great society hero: the teacher.

3. CONCLUSIONS

The teaching activity is one of the oldest in the world, it is known that any man who intends to

develop intellectually and assume his role as professional and citizen should spend part of his life being led by a teacher. For this reason, the social value to this professional should grow immediately in Brazilian society, otherwise the quality of education in our country will gradually decline more.

It is in this environment of devaluation, and inadequate culture and structures of work, that the health of the teacher has been increasingly impaired and disregarded. Occupational illnesses in teachers are common in the teaching environment, where the mental and emotional ones are among the majority for this class, later the diseases of the locomotive apparatus, which demonstrate the damage of working long journeys, often to comply with realization of dreams that do not always match the salary of the category.

In the midst of 35 bibliographies researched in this study, no actions and preventive measures were taken frequently or guaranteed by law to maintain or enhance or even treat the teaching worker. With this analysis, the size of the need that these professionals present is verified, that the organizations responsible for the educational process of this country turn to the promotion and education of this labor class. Being in charge of the next researches a study that addresses health prevention for the teachers, analyzing their respective results regarding the improvement of the quality of life and educational work.

It is only through education that a nation can be saved and only the importance offered to a professional allows him to be able to maintain his social role with the minimum of working quality until the end.

CONSENT

It is not applicable.

ETHICAL APPROVAL

It is not applicable.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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