

Stress at Work and Possible Relationship with the Use of Alcohol and Other Drugs among Teachers

Silene Nogueira de Oliveira Arantes¹, Tirza Almeida da Silva², Sônia Maria Lemos¹, Érica da Silva Carvalho¹, Ângela Xavier Monteiro¹, Daniel Cerdeira de Souza³, Clarissa Santana Cruz¹, Luziane Vitoriano da Costa², Kenne Samara Andrade Martins², Rômulo Chaves Pereira de Oliveira⁴, Eduardo Jorge Sant'Ana Honorato¹

¹*School of Health, Amazonas State University(UEA), Brazil*

²*Department of Psychology, UNIP, Brazil*

³*Department of Psychology, UFSC, Brazil*

⁴*Department of Medicine, UFAM, Brazil*

Corresponding Author: Eduardo Jorge Sant'Ana Honorato

ABSTRACT: *Teachers' health is an issue that is increasingly needed to be addressed because it is a professional category prone to psychological distress, due to constant conflicts and adversities experienced in the workplace related to its conditions and organization. The following article seeks to highlight the characteristics that make up the universe of teaching work and investigate a possible relationship between the use of alcohol and other drugs by teachers caused by stress. From this, it is concluded that there is a need for changes in the educational standards that are currently in practice, in order to respect the teacher in his formative role, guiding the family and citizenship values, thus minimizing the risks of use. alcohol and other drugs as a result of pressure on the workplace*

KEY WORD: *Teacher, Stress, Work, Drugs*

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I. INTRODUCTION AND LITERATURE REVIEW

Social transformations, educational reforms and pedagogical models derived from teachers' working conditions caused changes in the teaching profession, stimulating the formulation of policies by the state. (GASPARINI et al, 2005) Teachers are immersed in a daily conflict between what is required, what they want, and what is really possible to do in the face of obstacles, conditions, and the current organization of work. (VIEIRA, 2014) Such thinking is reinforced by Gasparini et al (2005), who say that although the success of education depends on the teacher's profile, school administration does not provide the pedagogical means necessary to carry out the increasingly complex tasks. Teachers are then compelled to seek, by their own means, forms of requalification that translate into unrecognized and unpaid work hours. Teachers are extremely demanding in their work and often feel responsible for the performance of their students and the school. As the demands to which schools must respond become more complex, so do the activities of teachers. They often find themselves facing situations for which they do not feel prepared, either by their professional training or even by their previous experience. (ASSUNÇÃO E OLIVEIRA, 2009) The health conditions of teachers, as well as workers in general, depend fundamentally on the relationships between the demands and conditions of work performance, generically called workloads, derived from the context and characteristics of work organization, in this case. , from the teaching activity. (CRUZ, 2005)

According to Vieira (2014), research shows the context of teaching work approach that considers the transformations in the labor field and the intense demands for the profession in face of the expansion of educational reforms in the last decades. Given this, what can be verified is that the work performed by teachers is surpassed by the urgency to transmit curricular contents isolated from students' needs, the lack of training to solve the numerous demands of daily school life, the precarious conditions for practicing the profession. , the importance of maintaining the attention and engagement of students in the teaching and learning process, the social devaluation of the profession and many other factors that act on the dynamics of pleasure and suffering in the teaching work, generating risks to the health of teachers. The author also says that teachers express psychic suffering through signs and symptoms such as discouragement, fatigue, frustration, stress, depression, helplessness, insecurity, irritability, anguish and even "feeling crazy". Often related to factors that potentiate suffering such as hierarchical relationships, long and exhausting working hours, the difficulty of establishing

“class control”, increasing wage lowering and, especially, progressive disqualification and non-social recognition. of your work.

II. METHOD

For the systematic review, we accessed the databases Scientific Electronic Library Online (SciELO), Latin American and Caribbean Health Sciences Literature (LILACS), PsycINFO and Electronic Journals in Psychology (PePSIC), indexed in the Library portal. Also the Virtual Health Psychology (VHL-Psi). The consultation was held in April 2016, including articles published between 2003-2014 and in Portuguese. The descriptors used in the search were: teacher AND stress, work AND drugs and teacher AND chemical dependence. In the initial consultation 39 articles appeared, where a superficial evaluation was made in order to verify their appropriation as a source of study. Then, an individual reading of each abstract was made, checking its relevance. Abstracts that were related to the research objective were cataloged by ordering by title, author (s), type of publication and journal and date of publication. However, those who did not approach the objective of this systematic review were excluded. Then, the full reading of the selected material was performed, totaling 12 articles, in order to systematize the researches, discussions and results achieved.

III. RESULTS

Table 1: articles included in the review according to title, author, year of publication and type of research performed.

Title	Authors	year	Typeofresearch
Intensificação do trabalho e saúde dos professores	Assunção, A.A; Oliveira, D.A	2009	Systematicreview
Estresse em professores universitários da área de saúde	Contaifer, T.R.C; Bachion M.M; Yoshida T; Souza JT	2003	Exploratorystudywith 68 teachers
Atividade docente, condições de trabalho e processos de saúde	Cruz, R.M; Lemos, J.C	2005	Systematicreview
O professor, as condições de trabalho e os efeitos sobre sua saúde	Gasparini, S.M; Barreto, S.M; Assunção A.A	2005	Documentaryresearch
O abuso do álcool como problema político: análise das estratégias políticas de assistência ao consumidor abusivo de álcool no Brasil contemporâneo	Gurgel W.B; Mochel, A.G; Carvalho Filha F.S.S	2010	Systematicreview
Condições de trabalho e saúde do/a professor/a universitário/a	Lima, M. de F.E.M; Lima-Filho, D. de O.	2009	Exploratorystudywith189teachers
Dependência química e trabalho: uso funcional e disfuncional de drogas nos contextos laborais	Lima, M.E.A	2010	Systematicreview
Uso de bebidas alcoólicas por trabalhadores do serviço de coleta de lixo	Mabuchi A.S, Oliveira D.F, Lima M.P, Conceição M.B, Fernandes H	2007	Descriptivecross-sectionalstudywith 100 workers
Prevalência do uso de drogas entre professores do ensino médio	Maciel, S.S.S.V; Maciel, W.V; Silva, J.M. da; Sobral, L. de V; Sobral, H. de V; Steinhauer, H.C; Gondim, L.A.M	2012	Descriptivecross-sectionalstudywith60 teachers
Condições de trabalho e suas repercussões na saúde dos professores da educação básica no Brasil	Souza A. N.; Leite, M de P	2011	ResearchAnalysis ThesesandDissertations
Reflexões sobre Psicopedagogia, estresse e distúrbios do sono do professor	Valle L.E.R. do; Reimão, R.; Malvezzi, S	2011	Exploratorystudywith165teachers
Sofrimento psíquico e trabalho	Vieira, S.R.S	2014	Case Report

Firstw characterize the work context and stressors in the teacher's professional life, right after the symptoms of stress and ends with the possible relationship with alcohol use and other drugs in this category as a reflection of stress in the workplace. The teacher's activity is distinguished from all others by its nature and social value. As knowledge expands and the world changes through technological innovations that should facilitate or even replace human work, the reality of the teacher does not go that way. Having a complex role to play when each of his students is a developing human being with unique characteristics and needs, the teacher is obliged, by the demands of the work, to efforts that produce serious problems to his mental health. (VALLE, 2011) Contributing to the reflection on the implications of work on workers' health is increasingly evidence of new times of technological advances, managerial changes and intensification of goals, litigation and competitive

processes in the world of work. Worker's health studies, in their different professional contexts, are necessarily multidisciplinary, in order to reflect the complex nature of health processes and their implications for the dimensions of work in people's lives. (CRUZ, 2005)

According to Asunción and Oliveira (2009), suffering at work, associated with illness in specific studies, is always linked to a conflict between the willingness to do their work, according to the new implicit rules of the profession, and the pressure which leads them to certain rules to increase their productivity. What is also reinforced by Gasparini et al (2005) when he says that currently, the teacher's role has extrapolated the mediation of the student's knowledge process, which was commonly expected. The mission of the professional was expanded beyond the classroom to ensure articulation between the school and the community. The teacher, besides teaching, must participate in school management and planning, which means a broader dedication, which extends to families and the community. The same authors clarify about the elements that may be associated with complaints and illness, because the teacher's work is not restricted to the exercise of their function within the classroom, it requires constant updating and preparation to be satisfactorily performed. Many tasks are performed without students, outside the classroom and often outside the school, extending the workday. When the teacher teaches classes in multiple classes to students at different levels of education, schools, and shifts, class preparation will require multiple assessments and varied schemes. More time will be required to do more work and more intellectual effort and dedication. Suffering at work, associated with illness in specific studies, is always linked to a conflict between the willingness to do their jobs well, according to the new implicit rules of the profession, and the pressure that leads them to certain rules to increase your productivity. (ASSUNÇÃO E OLIVEIRA, 2009)

From an exploratory research conducted by Lima and Lima-Filho (2009), it was found that the problems associated with physical health, mental health and work-related diseases are associated with occupational overload. The set of data raised in the research reveals important aspects about the reality of teachers, which under the influence of the new ordinances assumed by the Brazilian State and the adoption made by the neoliberal strategy, triggered a process of overload and lack of working conditions that has serious consequences for the teacher's health, especially emotional and physical exhaustion. According to Contaifer et al (2003) in a study on stressors in the workplace of university professors, the following are the most intense: inadequate salary; discounts / deductions on payment; lack of material needed for the job; Long meetings. Then they are also listed as stressors: receiving tasks beyond their current conditions; lack of human resources; work in inappropriate physical facilities; have a short deadline to complete tasks; perform different tasks simultaneously; working with unprepared people, distance between ideal and real working conditions, working in a competitive climate, interference of government policy at work, personal expectations regarding their performance and quarrels. According to the same authors, teachers' complaints about being experiencing periods of stress are frequent, with manifestations of associated symptoms, which has impaired them in terms of personal and especially professional performance.

Teachers are exposed to situations that alter their biopsychosocial balance, which generate the need for adaptation by the body. This is not a harmless work that has no consequences. Faced with expressive change at all levels of society, teachers face a great need to adapt and develop new skills to absorb the rhythm and meaning of transformations, whether positive or negative, which influence all aspects of their lives. individuals who require physical, psychological and emotional efforts. This adaptation effort generates the stress phenomenon, very present in contemporary times and, thus, a serious field of study. Stress has been recognized as a current problem in risky activities, understanding that these are not limited to life-threatening hazards specific to certain occupations, such as police, fire and nursing, but involve work situations that challenge adaptability. and achievement. (SOUZA and MILK, 2011)

Stress is recognized as the twentieth-century disease by the United Nations (UN) and the world's largest epidemic of the century, according to the World Health Organization. It is estimated that about 25% of the entire population will experience the symptoms of stress. At least once in a lifetime. In the state of São Paulo, stress disorders affect 18% of the population. (CONTAIFER, 2003)

According to the same author, stress interferes with the occupational performance and social relations of the worker, a problem that has been ignored in companies and society, especially in educational institutions, due to the lack of knowledge of the severity of these disorders and the lack of scientific data and knowledge. instruments for research, primary prevention, avoiding the problem, or secondary prevention, mitigating the harmful action resulting from accentuated stress and sleep disorders and comorbidities, or even tertiary prevention, treating the damage caused and restoring health.

Stress can be understood as a result of a fit between situational specific characteristics and the reactions they trigger, in which the sympathetic nervous system is alerted. Stress is not always negative. Stress can propel the body into adaptation, in which case it is called eustress. Negative stress (distress) occurs when stress is exaggerated and harmful. However, a stressful situation may be bad for one individual and not necessarily for

another; the intensity of its impact will be higher or lower according to the individual's assessment of the stressful event. (VALLE et al, 2011)

The aforementioned authors also report that stress can occur at different levels, more transient or severe, and in the latter case, results in consequences that will affect the health of the individual, according to the stages in which it is. The levels to which the author refers involve the alert or alarm phase, where a mainly biological reaction occurs, as the organism is mobilized for emergency situations in a natural defense and life preservation reaction, presenting some symptoms, such as tachycardia, tension, sweat on hands and feet, paleness, insomnia, exhaustion and irritation. Another phase is the resistance phase, when the body reestablishes itself in search of adaptation, from the persistence of stress comes the phase of near exhaustion, which is considered as an aggravation of the resistance phase, lastly is the phase exhaustion that manifests itself through illness of the mobilized organ in the resistance phase, or sudden death that often represents the failure of the adaptation mechanisms. There is a psychological exhaustion in the form of depression and a physical exhaustion manifesting in illnesses that can lead to death.

The most frequent signs and symptoms in a stressed organism in relation to the central nervous system and psyche are: physical and mental tiredness, nervousness, irritability, anxiety, insomnia, difficulty concentrating, memory failure, sadness, indecision, low self-esteem, feeling of loneliness, feeling of anger, emotionality, easy crying, nightmares, depression, isolation, loss or excess of appetite, panic. There may also be some behavioral changes such as alcoholism, illicit drug use, use of tranquilizers and anxiolytics, self-destructive behavior and robotic behavior. (VALLE et al 2011, cited Albert, 1997)

Such situations give rise to tensions in daily practice, and, added to other difficulties, may favor the triggering of teachers' illness. As previously mentioned, the teaching function presents certain specificities that differ from other workers, which imply variables that other categories do not include. From this, concerns arise, which provoke the search for understanding about the factors in the work relationship that tend to promote the development of pathologies and that affect professionals, leading them away from their work activities. (OLIVEIRA, 2006)

Faced with so many conflicting confrontations in the workplace, there is a need to investigate the use of alcohol and other drugs by professionals who are in the process of mental illness. According to Lima and Lima-Filho (2009) there is scarce literature on the working and health conditions of university teachers. However, in the last decade teaching work has become a theme in several studies, which reveal processes of illness in their work environment. In Brazil, since the 1990s, the number of investigations on the theme has grown, which confirms the relevance of the issue and instigates new research needed for an effective and transformative social contribution.

For these authors, the organization of the work of university professors works as a source of exhaustion and illness, destabilizing and endangering the physical and mental health of the category. There is a wide range of complaints related to psychosomatic symptoms such as nervousness, stress, mental tiredness, forgetfulness, insomnia, frustration, anxiety, anxiety, phobias, panic attacks and depression. Most types of work-related psychiatric disorders are depressive conditions, nervousness, alcohol abuse, unexplained physical symptoms, and mental fatigue, which have serious consequences for professional performance and increasingly impact on family function, besides being responsible for high social costs. (ASSUNÇÃO E OLIVEIRA, 2009, apud TENNANT, 2001)

When it comes to the use of drugs and work, it is quite common the idea that this use has nothing to do with work demands, but with the personal characteristics of the subject, forged by experiences prior to their professional insertion. Among those who admit their relationship with work, there is the thesis about the existence of a functional use alongside a dysfunctional use of these substances. (Lima, 2010)

This author also says that the notion of dependence that has been questioned for some decades has become the target of an even fiercer controversy when it is put in relation to work. The almost immediate association that is normally made between drug use and chemical (or psychic) dependence has been the subject of discussion among researchers. From the moment research has shown that this relationship is inevitable, the controversy has set in, questioning the exclusively pathological character attributed to drugs.

Alcohol is known to be the oldest legal and social psychoactive drug. Its form of consumption as individual, family or cultural conduct is influenced by beliefs, habits and meanings attributed to its euphoric, aphrodisiac, relaxing, sleep inducing and anxiolytic effects. (Mabuchi et al, 2007)

For Gurgel et al (2010) alcohol abuse may be the result of difficulties encountered in the workplace and that may cause damage to workers' health, in addition to compromising the good development of their work activities. In agreement with this, Lima (2010) states that the consumption of alcohol is high among workers, who often resort to this device to combat symptoms arising from situations experienced at work. The problem of alcohol abuse is as old as the history of humanity. All known crops use some kind of alcohol and often their consumption is beyond the control of users. When this happens, the consequences can be quite severe: cancers,

vascular, liver, gastrointestinal, social harm - such as spending on addiction treatment and its complications lost working hours, truancy and crime, etc. (Gurgel et al 2010)

From the research conducted by Maciel et al (2012) it was concluded that tobacco and alcohol are the most consumed legal drugs by teachers, especially alcohol. And although they are legal drugs, it is known the importance of controlling their use, mainly because they constitute the main risk factors for various types of cancer, and abuse of alcohol increases accidents and violence.

Thus, it was observed that teachers have a higher risk of psychological distress of different shades and the prevalence of minor psychiatric disorders is higher among them, when compared to other groups. Although data on sick leave do not indicate the true extent of the health problem of a category of workers, the indicators can be taken as clues about situations that deserve further study and analysis. (GASPARIN et al, 2005)

IV. CONCLUSIONS

The teacher's mental health is threatened by the many stressors experienced in the workplace, where the passion for teaching is not enough, by itself, to overcome obstacles that arise during this journey. As an example, low remuneration can be cited, resulting in the accumulation of hours worked, and the low appreciation and autonomy of the teacher within the institution. Thus, a look at the teacher's quality of life is necessary, as stress symptoms caused by excessive charges and multiple functions may influence the use of alcohol and other drugs as a way to minimize the pressure suffered by such charges. It can be concluded from the various authors cited in this article that there is a need for changes in the educational standards that are currently in practice, in order to respect the teacher in his formative role, guiding the values of family and citizenship. Invest in the creation of programs that value respectful and ethical social relations at all times, especially by recognizing the figure of the teacher in his or her invaluable role, also valuing his or her role in society. Research exclusively for teachers is scarce, regarding the quality of life and the stressful characteristics that make up the student universe that can influence, among many factors, the use of alcohol and other drugs, making it difficult for health professionals have knowledge of this information. Thus, it is essential that more research focused on this theme be carried out, providing interventional reflections directed to this professional category.

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