

The Banalization of Teaching: Challenges Faced by Administration Course Professors

A Banalização do Trabalho Docente: Desafios dos Professores no Curso de Administração

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ABSTRACT

The theoretical essay investigates the challenges faced by Business Administration professors, focusing on the precarization of teaching work, the trivialization of their roles, and the impact on the quality of education and the well-being of professionals in the field. In higher education, in particular, significant changes in teachers' working conditions have emerged, with increasing devaluation and practices that intensify the precarization and fragmentation of their work. This context trivializes their role, affecting their occupational identity and the quality of education provided. The analysis reveals that the increased use of technology, work overload, lack of institutional recognition, and education policies centered on productivity contribute to the precarization of teaching activities, negatively impacting mental health and motivation. The expansion of remote learning exacerbates the dehumanization of teacher-student relationships, along with the perception of devaluation, standardization, and trivialization of teaching work. These factors reflect a broader crisis in higher education, compromising both teacher well-being and the quality of education. To reverse this situation, educational institutions and the state must work together, revising policies and focusing on valuing teachers as transformative agents.

Keywords: Professor of the Business Administration Program; Teaching Work; Precarization; Depersonalization; Illness.

RESUMO

O ensaio teórico investiga os desafios enfrentados pelos professores do curso de Administração, como a precarização do trabalho docente, a banalização de suas funções e o impacto na qualidade do ensino e no bem-estar dos profissionais da área. No ensino superior, particularmente, são marcantes as mudanças nas condições de trabalho dos professores, os quais enfrentam a desvalorização, com práticas que intensificam a precarização e fragmentação do seu trabalho. Contexto que banaliza seu papel, afeta sua identidade ocupacional e a qualidade do ensino ofertado. Pela análise, revela-se que a in-

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RESUMO

tensificação do uso de tecnologias, a sobrecarga de trabalho, a falta de reconhecimento institucional e as políticas educacionais focadas em produtividade convergem para a precarização da atividade docente, afetando sua saúde mental e motivação. A ampliação do ensino remoto exacerba a desumanização da relação professores-alunos e a percepção de desvalorização, padronização e banalização do trabalho docente. Fatores que refletem uma crise mais ampla na educação superior, comprometendo o bem-estar dos professores e a qualidade do ensino ofertado. Para inverter esse quadro, as instituições de ensino e Estado devem atuar conjuntamente, revendo políticas, centralizando-se na valorização dos professores como agentes transformadores.

Palavras-chave: Professores do Curso de Administração; Trabalho Docente; Precarização; Depersonalização; Adoecimento.

Introduction

The contemporary educational landscape, especially in higher education, has been deeply impacted by significant transformations in the working conditions of teachers, bringing new demands for the profession. An increasingly broad set of competencies is required, which must be constantly improved in order to maintain employability in an extremely competitive market (Sguissardi, 2002; Mancebo, 2007). Among these changes, in addition to the many daily demands, the devaluation of the teaching role stands out, manifesting through practices that accentuate the precarization of this work, making it more fragmented and lacking dignified conditions. This scenario not only compromises the quality of education offered to students but also contributes to the trivialization of teachers' roles, directly affecting their occupational identity (Kenski, 1998).

The historical conditions involving the precarization of teaching work in higher education institutions (HEIs) in Brazil require deep and systematic problematization, as well as reflection and denunciation (Bosi, 2007). The struggle for the valorization of teaching work must consider these structural issues, which for decades have weakened the teaching profession. Carvalho (2019) addresses the growing issue of teacher turnover, globally, with diffuse and significant impacts on student development. The high professional turnover has linear and profound effects on organizations (Frantz & Alves, 2021).

As (Calderari *et al.*, 2022, p. 488) aptly point out, "the world of work has been the subject of various transformations over the last five decades under the aegis of capitalism." Furthermore, the policies of commercialization of higher education in Brazil (Pinto, 2002; Chaves, 2005) and across Latin America spread through the influence of the World Bank from the 1990s, consolidating a trend toward the expansion of higher education through private initiatives (Maués, 2010). It is possible to assert that Brazil "finds itself in a new stage of reconfiguration of the public space, in which business seeks to strengthen the capacity of the administrative apparatus (governments and schools) and, at the same time, positions itself as a privileged interlocutor in the conduct of educational policies" (Martins *et al.*, 2018), which converge toward the weakening of regulation and economic intervention by the state (Chomsky, 2022; Brown, 2019).

These are some of the transformations that directly affect the organization of teaching work, intensifying precarization and generating new dynamics of exploitation. Understanding this process is essential for outlining strategies for resistance and valorization of the profession, seeking fairer and more dignified conditions for teachers in Brazil.

Additionally, the disruptive arrival of Artificial Intelligence (AI) has, beyond its technical aspects and uses, often been accompanied by overly positive and uncritical discourses, as well as grandiose claims about its revolutionary and always beneficial impacts on education. In recent years, AI has also brought about a shift in the roles of teachers and students, raising new social and ethical issues (Zhai *et al.*, 2021), and directly affecting the intrinsic and personal relationship teachers have with their work.

The subjective relationship with work, as observed by (Dejours, 1999), is essential for understanding the impact of these conditions on the lives of teachers. The meaning attributed to work and the psychological and emotional implications of this process are directly linked to the mental health and well-being of education professionals. In this context, teachers face not only structural challenges but also subjective ones, related to the loss of recognition and the deterioration of working conditions.

The relationship between (Christophe Dejours, 1988) ideas on the madness of work and neoliberalism is of great relevance, especially when addressing the precarization of teaching work. Neoliberalism, with its free-market policies, flexibilization

of labor relations, and reduction of state intervention, has led to profound structural changes in the world of work. These transformations directly affect workers in general and, more specifically, teachers and educators.

The school cannot be treated as a business, emphasizes (Laval, 2019), analyzing the legitimacy crisis of educational institutions in the context of the neoliberal advance, and questioning the values underlying widely used terms in current education, such as "innovation" and "efficiency." "" "

The motivation for this theoretical development is well justified, as this issue reflects deep implications for the quality of education and the valorization of teaching staff. By investigating trivialization, it is possible to understand how the devaluation of teaching functions, the precarization of working conditions, and the lack of recognition of educators' competencies impact not only teachers' well-being but also students' learning. "

Studying this theme allows for the identification of factors contributing to the depersonalization of teaching work, revealing a scenario in which educators are often seen merely as transmitters of content, without space to develop meaningful and reflective pedagogical practices. This analysis is fundamental to promote a critical debate on the importance of teaching work and the need for adequate valorization of the profession.

Furthermore, research on the trivialization of teaching work can lead to the proposition of practical solutions and policies aimed at improving teachers' working conditions, ensuring their continuous training, and fostering healthier and more respectful educational environments. In this sense, the motivation for this theoretical development is not only academic but also social, seeking to reverse the devaluation of teaching work and contribute to the construction of quality education that benefits both teachers and students.

Discussion and Results

Education is Brazil's main historical dilemma, as (Florestan Fernandes, 1989) argued. "And as a dilemma, education, whether public or private, its management and planning have complex configurations and dimensions, involving a multitude

of factors that contribute to its conception, instrumentalization, and effective realization" (Bertolini *et al.*, 2024). Among the factors, the working conditions to which higher education professors are generally subjected, along with the expansion of the "educational market", are directly linked to the trivialization of teaching work (Ferreira, 2010). The trivialization of work refers to the devaluation and dehumanization of labor activities, making them routine and meaningless. This can occur for various reasons, such as:

AUTOMATION

Reflecting on teaching practice requires, above all, considering the teacher in question and their training, which is not limited solely to the period of teacher education courses but extends continuously throughout their professional career, both inside and outside the classroom. "The practice of teachers involves the formation of different social subjects who develop to have their uniqueness considered and respected" (Fagundes, 2016, p. 294). This perspective is crucial for understanding how educators adapt to contemporary demands.

In the current context of the commodification of education (Pinto, 2002; Chaves, 2005) and the advancement of new information and communication technologies (ICTs) or digital information and communication technologies (TDICs), the challenge of balancing quantity and quality becomes evident. This dilemma can turn knowledge into something utilitarian and standardized, as well as compromise the rights of teaching staff, which have been earned over the years (Vianna & Calderari, 2019). The search for immediate and efficient results can lead to the devaluation of the educational process, affecting both student development and the professional identity of educators. In other words, "by overvaluing what is visible and quantifiable, the market model goes against the educational logic, which, as educators know since the time of Rousseau, requires time" (Laval, 2019, p. 187). ""

In this scenario, where the operational concept of "human capital" is consolidated by neoliberal policies (Laval, 2019, p. 10), the figure of the "influencer" teacher emerges, moving between virtual classrooms to digital platforms and social networks. This new reality highlights the need for teachers to adapt to the demands of social media and so-called modern teaching dynamics. The promotion of teaching work now depends on the performance-based promotion of oneself and their

content, through social media and online teaching platforms, while often needing to monetize and boost their profile to engage students with their work. The teacher becomes their own media, integrating into a digital community within their social influence (Lemos & Lévy, 2010). There is even an award for digital influencers in "Education," promoted by the Airfluencers agency, a platform in the digital influencer and marketing segment, specialized in Social Listening, content curation, campaign planning, and execution (Sampaio, 2019).

However, it is important to highlight that platform capitalism is bringing back forms of work that prevailed in the early phase of capitalism (Antunes, 2023), which may lead to new forms of exploitation and precariousness in teaching working conditions. Therefore, in considering these transformations, it is essential to seek the valorization of educational work, promoting spaces for reflection and action that ensure the dignity and rights of teachers in a constantly changing environment, while maintaining a critical stance towards them. The changes that most impact teaching practice stem from the need to direct teaching with a focus on student learning (Lima *et al.*, 2020), as higher education, as an institution, can be seen as the socially defined space-time to both introduce students to an area of knowledge and a field of social action, as well as introduce them to a foundational way of thinking that leads to intellectual autonomy (Tordino, 2014).

Within the cyber context, the advancement of sophisticated artificial intelligence technologies has had a significant impact on various fields, especially education and research. A notable example is ChatGPT, a robust language model developed by OpenAI, being the first large-scale language model (LLM) to reach a broad, conventional audience (Hosseini *et al.*, 2023).

This innovation presents fascinating opportunities for students and educators, enabling personalized feedback, better accessibility, interactive dialogues, lesson planning, assessment, and new approaches to teaching complex concepts (Rahman & Watanobe, 2023). Rapid developments in generative AI models offer new possibilities in the field of education.

However, it is essential to recognize and address the potential risks and concerns that may arise from their use (Li *et al.*, 2024).

For these benefits to be fully realized, it is crucial to implement immediate measures to review assessment methods and institutional policies in schools and

universities, among others. Teacher training and student development are essential to address the impact of ChatGPT in the educational environment (Lo, 2023). Artificial intelligence can facilitate and optimize teaching work, making processes more efficient and enriching the learning experience.

However, the use of artificial intelligence in education raises ethical challenges and concerns, particularly regarding the accuracy and reliability of the responses generated. Some studies suggest that new AI-based chatbots have raised concerns in educational institutions, due to the fear that students may use these tools to bypass the learning process and facilitate academic dishonesty (Gill *et al.*, 2024).

Beyond these aspects, the growing dependence on automated tools for grading and assessment may lead to the devaluation of human mediation, a crucial element for meaningful learning. The limitations of AI in replacing the interaction and monitoring of educators are aspects that need to be carefully evaluated and widely debated with the actors involved in educational practices, from their development to their effective application. Therefore, it is vital to find a balance that maximizes the benefits of technology without compromising the quality of education and the relationship between teachers and students, inclusion, and diversity.

From this point, it is crucial to reflect on how the use of AI in academic writing can reinforce hierarchies in the scientific field, operating similarly to data extraction. The way academic writing is taught in administration, often reduced to "assisted programming" by hegemonic language models, also contributes to this logic. In light of this, it becomes essential to explore ways to deconstruct this dynamic, promoting alternatives that resist the automation of academic production in the field (Oliveira & Neves, 2023).

Thus, to mitigate the disruptive impacts of this technology and promote academic integrity, educational institutions can develop clear policies and guidelines and create assessments that incorporate AI-generated text in controlled quantities (Adeshola & Adepoju, 2023). This way, it would be possible to take advantage of technological advances in a responsible and ethical manner, aiming for quality in education. From these challenges, an ethical, proactive, and participatory implementation of AI tools can create opportunities for collaboration between machines and humans and for dialogue between teachers and students. With the technological assistance of AI, the fears envisioned can turn into opportunities (Cotton *et al.*, 2024).

The continuous professional development of teachers is essential for educators to keep up with the technological innovations that permeate the current higher education landscape. Some research on digital literacy in teacher education indicates that it is essential for teachers to develop these competencies both in their initial training and throughout their career, enabling the effective and reflective integration of Information and Communication Technologies (ICTs) in the teaching environment (Carvalho, 2024). As (Camargo *et al*, 2019,p.108) propose, literacy now needs to expand to include "a new alphabet, syntax, and digital grammar to deal with information in everyday life".

In this context, it is urgent to implement structural solutions that promote the training of professionals involved in this new educational environment (Lima *et al.*, 2020). Acquiring digital skills, both technical and pedagogical, is essential for teachers to enhance their teaching practices, stimulate their students' digital competence, and advance their own professional development (Esteve-Mon *et al.*, 2020).

In this sense, it is crucial to rethink the continuous and comprehensive training of teachers. To ensure complete and continuous training, educational institutions need to go beyond focusing solely on research (Da Costa & De Oliveira, 2024), as the role of educators is not limited to this competence. It is essential for educational institutions to offer training that encompasses pedagogical, emotional, and technological skills, empowering PhD students to face the various challenges of higher education teaching, which today often falls on individual or sporadic initiatives from some graduate programs (Patrus & Lima, 2014).

For higher education to have a greater impact, both in Brazil and abroad, it is crucial for teachers to master 21st-century skills. This requires training in which they not only acquire new knowledge but also develop the necessary skills to effectively pass these competencies on to their students (Lima *et al.*, 2020). Thus, by adopting a more comprehensive approach in teacher training, institutions will better prepare them for contemporary challenges, promoting education more aligned with current demands.

However, many educators face difficulties in adapting traditional methodologies to new digital tools, and the lack of adequate training negatively impacts teachers' ability to effectively integrate technologies into their classes. Moreover, there is significant inequality in access to these technologies and the training offered

to teachers, which exacerbates disparities in the educational environment. In this sense, reflecting on teacher training requires considering contextual conditions and understanding the objectives of this preparation, questioning its purposes, its target audience, and the ethical and social commitments involved (Gatti, 2017).

In light of this scenario, it is essential that public policies be widely debated and implemented to establish governance structures focused on digital transformation. This includes, above all, the axis of "education and professional training," aiming to prepare society for the digital world and the new demands of the labor market (Brazil, art. 1, par. 2, d, 2018). In addition to these legal guidelines, educational institutions can develop strategies that go beyond merely offering continuous teacher training courses, ensuring equitable access to technological resources. This way, a more inclusive and efficient learning environment can be created for both educators and students. Investment in educational technologies should not be limited to the technical domain for teachers but should be understood as an innovation process that "promotes the democratization of knowledge and the massification of teaching" (De Carvalho Costa *et al.*, 2024, p. 267).

PRECARIZATION

The precarization of labor is a product of the advancement of neoliberal policies, being considered a socially impoverished, alienated, disqualified, and insecure form of work, which has intensified with the expansion of neoliberal policies over the past fifty years. The precarization of teaching labor, something almost common in the private sector of higher education, also becomes evident in large public universities, where temporary (sub)contracts for teachers increase, with compensation based on the number of class hours taught in undergraduate courses (Mancebo, 2007).

The current scenario of teaching labor precarization was intensified by the transformations caused by the Covid-19 pandemic (Barros *et al.*, 2021). In this context, the flexibilization of labor relations and the adoption of remote teaching highlighted aspects of what is called the "uberization" of labor, characterized by informality, instability, and lack of labor guarantees (Souza, 2020). As (Antunes, 2020) points out, this dynamic, initially associated with sectors like transportation and deliveries, has expanded to other areas, including education. In higher education, particularly

in Business Administration, there is an increase in temporary hires and more precarious contracts, reflecting this logic of unstable and unprotected labor.

The education sector, like other forms of labor, has not escaped the logic of uberization, where teachers often have intense workloads, constantly travel to deliver classes in different locations to supplement their income, are poorly paid, and cover their transportation, electronic equipment, internet costs, among others. Additionally, they are often alienated from the content of their work, which is produced by third parties, distancing them from their praxis. Educational institutions themselves act like businesses seeking to "mobilize the stocks of collective intelligence already formed by workers in search of the financial ends they aim for" (Calderari & Meneghetti, 2020, p. 11).

In the educational sphere, neoliberalism has consolidated through reforms that have contributed to the deterioration of teachers' working conditions (Da Silva *et al.*, 2019). This situation underscores the importance of addressing education in ways that are grounded in epistemological, paradigmatic, and transformative changes, which promote not only the quality of education but also the well-being of educators and the valorization of their profession (Carreira *et al.*, 2023). (Paulo Freire, 1996) always emphasized the importance of teachers as protagonists in the construction of knowledge, alongside students.

Teachers, for the most part, feel obligated to invest in their training and personal development, creating teaching materials without the due support or incentive from institutions. In addition, the extracurricular workload increases considerably as educators need to dedicate time to planning and producing content. This situation is exacerbated by the lack of compensation and recognition proportional to the effort invested.

However, the relationship between teaching and learning is not limited to the provision of a one-way service. Although students are often treated as clients, this conception becomes problematic in higher education because they also have duties and responsibilities in the educational process. In addition to participating in academic activities, it is important for the teacher to contribute actively to research and extension, which are fundamental pillars of higher education institutions (HEIs). This dynamic demonstrates that education cannot be reduced to a simple consumer relationship, where the teacher provides knowledge and the student simply receives it,

but rather to a process that requires engagement and commitment from both parties (Klein *et al.*, 2024).

Educational institutions, especially private ones, delegate the responsibility for pedagogical development to the teacher but fail to offer adequate support for continuous training. There is a clear disconnect between institutions and the impact of precarization on teaching conditions, which becomes even more evident with the pressure for financial results, often at the expense of educational quality. This reality highlights the need for critical reflection on the relationship between the precarization of teaching work and the quality of education, demanding concrete actions to ensure fairer and more sustainable conditions for educators. As (Cavazzani *et al*, 2023) point out, the precarious teacher is increasingly subject to platforms and their algorithms, while being inserted into an exacerbated capitalist model, in which workers without any social security act continuously, in different locations, within a diffuse factory logic. Using their knowledge and tools, these professionals end up receiving only a fraction of the value generated by their efforts.

In this context, higher education institutions offering the Business Administration program count on master's and doctoral degrees, indicating a standard of quality in education. However, despite constantly seeking to improve their qualifications, there is still a significant gap in the lack of investment in the continuous training of teachers. "The formation of the university professor has been understood, due to tradition and ratified by legislation, as related to the knowledge of the teaching content" (Lourenço, 2016, p. 691).

In an analysis of recent teacher training policies in Brazil, de (Carvalho Costa *et al*, 2024) compared resolutions No. 1 and 2 of 2002, No. 2 of 2015, and No. 2 of 2019, identifying that the basic training load for full licensure teachers, for example, went from 2800 hours, with 1800 hours dedicated to scientific-cultural content, 1000 hours related to internships, and 200 hours of academic-scientific-cultural activities, to a larger total training load (3220 hours), but with a reduction of 200 hours in scientific-cultural knowledge and the introduction of 800 hours of knowledge of the common curricular base, requiring a profile of the teacher with practical knowledge at the expense of scientific training in the field they chose to work in (Brazil, 2019).

Thus, it is essential that educational and institutional policies be collectively reevaluated and adapted to face these challenges, creating effective conditions so

that teaching labor does not become just a commodity but rather a recognized and valued activity in society. It is necessary to reflect, analyze, and discuss the reification of the teacher and their work and "the contradiction between the emptying of the content of teaching work and the intensification of tasks in schools, under the mediation of TDICs" (de Carvalho Costa *et al.*, 2024, p. 264). It is also urgent to reflect seriously on teachers' health.

To understand the subject/object dichotomy and the implications this discussion involves, we contextualize an example experienced by one of the authors of this article, which portrays the process of precarization in distance education (EaD). In this context, the author played the role of mentor teacher, responsible for groups of around 300 students. Not all attended live classes on Teams, but at some point, students sought support through various channels such as WhatsApp, email, and the institutional platform.

Support was requested at any time of the day or night, even on weekends. Some students, for example, left work at 5 a.m. and sent messages demanding quick responses, treating it as consumers of a product. When doubts went beyond the content of the classes and other issues arose, including administrative ones like: "Professor, where do I pay the bill? Send me the bill?" or, if there was a delay of just 5 minutes in responding, messages like "?????" followed, indicating that the teacher should be on standby, a kind of call center for customer service. In such situations, there were also demands for content to be passed on, as the student claimed to have missed the class. However, the classes were recorded, like a "Netflix", accessible at any time. Additionally, there were students who didn't even offer simple greetings, like "good morning" or "good afternoon", treating the interaction as if they were conversing with a system, not a human being.

In the context of an EaD system, where the contemporary paradigm of the student-client prevails, the pressure on the teacher is intensified, as the student is repositioned as a consumer of an educational service. In this scenario, the teacher not only performs the role of educator but also assumes functions typical of the academic secretariat, as it is generally the teacher who is on the front line, representing the institution to students. When this does not occur, or when the teacher does not satisfyingly respond to the student-client, the almost inevitable response is: "But I pay your salary."

This shift impacts not only pedagogical practices but also teacher identity and the expectations surrounding the role of higher education, which for a long time contributed to the precarization of student health. In other words, how can this oscillation between agents/actors be analyzed in different historical contexts, such as, for example, the transition from the chair model to contemporary dynamics of the educational market? Can the suffering of teachers reveal a rupture for which we are still unprepared? It is necessary to deepen the discussion, questioning how these historical and contemporary transformations articulate precarities and power relations between agents (teacher and student), as well as their effects on education.

The institutional platform, which was meant to accelerate the teaching process, ended up deepening the sense of detachment, turning the teacher into a technological resource within an environment that should essentially be a space for human exchange. In this context, Bertero (2011, p. 340, 341) highlights that "the subject/object relationship is an enriching element of the essay, as it creates for the subject a space of freedom to deal with the object, something that does not exist in the canons of science [...] But none of this implies the overcoming of the subject/object dichotomy." In other words, the relationship between the subject (researcher or observer) and the object (what is studied or analyzed) is essential for enriching the production of knowledge. This interaction allows the subject the freedom to explore and interpret the object of study, distancing itself from rigid and conventional scientific analysis approaches.

Meneghetti's (2011, p. 322) quotation on constructing argumentative acts emphasizes that it must be a continuous and dynamic process built by the interaction between subject and object: "The argumentative act needs to be constructed throughout the process of involvement with the object. Arguments are the results of the interaction of the subject and the object, where logic and truths are means and not ends in themselves." This understanding allows us to reflect on how, in the context of EaD, the interaction between teacher and student is diluted and loses its human character, with direct consequences for the quality of teaching and for both parties' perceptions of the learning process.

The neoliberal reform in universities has had a significant impact on higher education and brings the promise of new transformations in the future. Many of these transformations have had harmful effects on academic trajectories, institutional

values, and educational experiences. Educational technology plays a fundamental role in sustaining neoliberal reform, more as a rhetorical justification for the so-called "advancement" than through actual.

SICKNESS OF TEACHING WORK

University professors, in performing their duties, deal with a number of factors that can significantly affect their mental health (De Barros *et al.*, 2024). The overload of administrative and pedagogical tasks is one of the main challenges, often accompanied by pressure for quick results and the imposition of goals considered unachievable. This combination of demands can lead to serious mental health issues, such as stress, anxiety, and burnout.

Burnout syndrome, characterized by a set of symptoms related to emotional and physical exhaustion, affects many university professors, compromising not only their well-being but also their professional effectiveness (Baptista *et al.*, 2019, p. 564). In this context, the most accepted definition of burnout is based on the social-psychological perspective of Maslach and colleagues, who describe it as a phenomenon consisting of three main dimensions: emotional exhaustion, depersonalization, and low personal accomplishment at work (Carlotto, 2002, p. 23). Furthermore, the lack of institutional support to help these professors cope with the emotional and psychological burden of their work worsens the situation, making them more vulnerable to these problems.

Psychological illness due to work needs to be increasingly investigated in order to gain a broader and more thorough understanding of the harmful factors and to what extent they impact the mental health of workers in their occupational activities, as well as their intersections and consequences (Codo, 2007). In addition to promoting research with this investigative scope to identify, understand, and map these harmful factors to the health of professors, it is also necessary that the data be integrated into public policies aimed at training, professional development, and the teaching work itself, as well as by Educational Institutions, whether public or private.

It is possible to infer, from the above, that the sickness of professors "is related to the environment, overcrowded classes, devaluation, long working hours, for example" (Padilha *et al.*, 2024, p. 253). In higher education, especially in the field of Administration and in the context of Distance Education (EaD), this precarization

manifests in various ways, such as work overload, the expansion of teaching roles beyond pedagogical activities, and the increasing dehumanization of the teacher-student relationship, as described earlier in the experience of one of the authors of this article, who worked as a mentor professor in an EaD course, managing large classes and dealing with constant demands for support, often beyond working hours; thus, administrative tasks are also assumed. The logic of the student-client, common in this educational model, intensifies this precarization by reinforcing the idea that the professor's compensation justifies the demand for immediate availability and personalized attention, regardless of working conditions.

Thus, teaching precarization is directly linked to sickness, as overload, lack of institutional recognition, and the commercialization of education significantly affect professors' mental health and motivation. These factors not only compromise the well-being of professionals but also impact the quality of education offered.

Therefore, it is crucial that educational institutions adopt measures that promote the well-being of professors by providing emotional support, adequate resources, and working conditions that minimize overload and pressure. Only then will it be possible to establish a healthy and productive educational environment, both for teachers and students.

DEPERSONALIZATION

As mentioned earlier, burnout is a set of symptoms related to physical and mental exhaustion, "a symptomatic framework characterized by three interdependent dimensions: emotional exhaustion, [...]; depersonalization, which refers to emotional imbalance and favors cold and impersonal relationships with individuals who make up the work environment; and personal accomplishment [...]" (Barbosa *et al.*, 2024, p. 2).

Some studies use the Maslach Burnout Inventory (MBI) to determine the occurrence of burnout, consisting of 22 items divided into the three dimensions mentioned above. Of these, 5 items relate to depersonalization. They are: "Becoming harsher with people," "Worrying about becoming more emotionally rigid," "Not caring about the people you professionally attend to," "Feeling like you're treating people as if they were impersonal objects," and "Perceiving that the recipients of the work blame the individuals for some of their problems" (Carlotto *et al.*, 2004,

p. 504). For some researchers, this scale has lower reliability due to difficulties with the questions, which were prepared for a North American context (Lautert, 1995). Not perceiving oneself in these items is often an act of protection, as "deliberate isolation, distancing oneself from others, is the most available safeguard against the suffering that can result from human relationships" (Freud, 2010, p. 32).

In any case, the MBI is, therefore, an instrument exclusively for assessing the syndrome and does not consider the individual's history, nor the consequences of the process (Carlotto *et al.*, 2004, p. 501), factors that shape the reality and its consequences, particularly in the lives of teachers. Moreover, there is an idealization of the teacher's profile, with "the activity of the teacher often being understood/lived as a missionary vocation, denying their actions a critical dimension of ethics and educational policies" (Nacarato, Varani, and Carvalho, 2000, p. 77).

Depersonalization, a type of associative disorder, is also "characterized by experiences of feelings of unreality, rupture with personality, amnesic processes, and apathy" (Lima *et al.*, 2024, p. 83), among other aspects that make it highly complex, including for perception and diagnosis. Thus, the great complexity of the topic becomes evident, involving various areas of study necessary for a better understanding. This complexity reinforces the need for constant and serious investigations, as it negatively impacts the well-being of teachers, their interpersonal interaction, and professional performance.

MEANING OF WORK

The meaning of the teaching work of higher education professors in the Administration course is intrinsically linked to the training of professionals capable of acting in an increasingly dynamic and complex market. This work involves not only the transmission of technical and theoretical knowledge but also the mediation of practical experiences and the development of critical, ethical, and leadership skills. The role of educators goes beyond the content of the subjects, encompassing the guidance of students to become reflective citizens, prepared to face organizational and social challenges. Additionally, professors play a fundamental role in research and outreach, connecting academic theory with the demands of the market and society. The disconnection between meaning and purpose causes the work to become alienated, harming or distorting the teaching activity (Basso, 1998).

Precarious working conditions, illness, and depersonalization are directly related to the meaning of teaching work. When professors face precarious working conditions, with low salaries, excessive workloads, and lack of recognition, it negatively impacts their physical and mental well-being, leading to illness. This context can depersonalize the work, stripping it of its purpose and meaning, which results in a disconnection between educators and their activities, compromising motivation and professional fulfillment. Consequently, the meaning of teaching work is weakened, impacting the quality of education and the teachers' involvement with students.

Being an Administration professor in a context marked by precariousness, illness, and depersonalization accentuates specific challenges, as it requires confronting increasingly adverse working conditions. Precariousness, with the intensification of workloads and an overload of responsibilities, limits the time dedicated to quality teaching, compromising the well-being and mental health of the teacher. Illness, both physical and psychological, becomes an inevitable consequence of an educational environment that prioritizes quantitative results at the expense of caring for the professionals. Depersonalization, amplified by the excessive use of technologies and digital platforms, weakens the direct relationship between professor and student, transforming the pedagogical practice into an increasingly mechanized process. These factors converge to a scenario where the very essence of teaching and academic formation is threatened, making it difficult for educators to fully fulfill their role. In addition to the common demands of teaching work, such as workload and lack of recognition, these professors face additional pressures related to market expectations.

Illness, depersonalization, and the loss of meaning in work are issues that have become increasingly evident in the contemporary professional context. These phenomena, which affect workers' mental and emotional health, are often exacerbated by lack of recognition, excessive tasks, and the devaluation of human interactions in the workplace. However, it is possible to observe that these negative aspects can be mitigated if the arguments are strategically articulated with the use of digital platforms, artificial intelligence (AI), and the context of the pandemic.

Digital platforms, in turn, have the potential to transform work dynamics, offering professionals greater flexibility and autonomy. They enable access to different networks of knowledge and contribute to the creation of more dynamic and interconnected work environments. However, when misused, they can also intensify fe-

elings of isolation and depersonalization, especially in environments that heavily rely on virtual interaction and neglect the need for real human relationships.

The Administration course requires professors to stay updated with trends and management practices, as well as balance the development of technical and behavioral skills in students. Precariousness can diminish the professor's ability to continuously update themselves and adequately mediate practice and theory, affecting the meaning of their profession. Illness, often resulting from excessive workload and lack of institutional support, further compromises the quality of their interactions with students and the academic environment. Finally, depersonalization transforms the role of the Administration professor into something mechanical, reducing autonomy and the possibility of exercising critical leadership in the teaching process. These factors directly impact the meaning of teaching work in the field of Administration, making it less rewarding and further distancing it from its formative and transformative potential.

Practical and Managerial Contribution

The practical and managerial contribution of this study on the precariousness of teaching work in higher education, especially in Administration courses, can be analyzed from different aspects. Firstly, there is the valorization of the teaching profession, which can be promoted through the implementation of human resources policies that recognize and value educators, ensuring better working conditions, fair salaries, and job stability. Additionally, the suggestion of continuous training programs helps teachers stay updated on teaching methodologies and market trends, contributing to their professional and personal development. In terms of improving educational quality, understanding how precariousness impacts teaching can lead to a revision of curricula, incorporating pedagogical practices that promote more meaningful and relevant learning. This includes the adoption of new methodologies that integrate educational technologies in a balanced way, valuing human interaction and practical experience, which are fundamental in the field of Administration.

Another important aspect is the promotion of a healthy work environment that prioritizes the well-being of educators. Implementing psychological support

programs, spaces for dialogue, and collaboration among colleagues can help mitigate stress and burnout. Furthermore, suggesting strategies for stress management and promoting self-care is crucial to balance the professional and personal lives of teachers.

The creation of structures that allow for faculty participation in institutional decisions is a form of engagement that values their voices and fosters a sense of belonging and responsibility. Establishing communication channels that allow for constant feedback between teachers and administrators facilitates the identification of problems and the implementation of improvements.

Finally, these practices not only improve the quality of teaching and the experience of educators but also have a significant impact on the training of Administration professionals. The valorization of teaching work and the improvement of teaching conditions result in more effective training of future professionals, enabling them to act critically and ethically in the job market. Additionally, encouraging partnerships between educational institutions and companies allows professors to develop projects that connect theory and practice, enriching the educational experience. Thus, the practical and managerial contributions of this study promote a fairer and more equitable educational environment, better preparing students for the challenges of the contemporary market.

Conclusion

Este estudo oferece uma contribuição valiosa ao campo ao aprofundar a análise soThis study provides a valuable contribution to the field by deepening the analysis of the precariousness and trivialization of teaching work in Administration education. By bringing to light the working conditions of professors and the impacts of these conditions on both the mental health of educators and the quality of the education provided, the research highlights a crucial organizational issue in higher education institutions. From a theoretical perspective, the investigation broadens the understanding of how the devaluation of teaching roles is interconnected with broader organizational dynamics, such as human resource management and the structuring of educational institutions. This approach underscores the importance of reevaluating

roles and responsibilities within academic organizations, recognizing educators as central figures in the training of professionals.

The practical contributions also enrich the field by proposing solutions such as valuing educators' skills, developing institutional policies that ensure dignified working conditions, and integrating new technologies in a way that complements human interaction. These aspects are directly relevant to organizational studies, as they connect educational management with organizational effectiveness and employee well-being.

By emphasizing the need for a collaborative work environment and institutional governance that includes the voice of educators in strategic decisions, this study provides valuable insights for educational institution managers. This perspective reinforces the relevance of more participatory and democratic organizational models that value the mediating and transformative role of educators.

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