

The remote work of the high school teacher linked to the regional education center of Ponta Grossa during the pandemic of the novel Coronavirus



<https://doi.org/10.56238/emerrelcovid19-049>

Édina Maria Machado de Mello

Master in Applied Social Sciences from the State University of Ponta Grossa - UEPG. Bachelor of Law from the Higher Education Center of Campos Gerais - CESCAGE. Specialist in Labor Law and Labor Procedure from the State University of Ponta Grossa - UEPG. Attorney.

E-mail: edinamachado@gmail.com

Lenir Aparecida Mainardes da Silva

Postdoctoral fellow at the Federal University of Rio Grande do Sul. Graduated in Social Work from the State University of Ponta Grossa. Master in Social Service from the Pontifical Catholic University of São Paulo. PhD in Social Work from the Pontifical Catholic University of São Paulo. Postdoctoral fellow at the Federal University of Rio Grande do Sul. Professor at the State University of Ponta Grossa - UEPG.

ABSTRACT

This article consists of an analysis of the remote work of high school teachers, linked to the Regional Education Center of the city of Ponta Grossa, State of Paraná, Brazil, in the context of the coronavirus (COVID-19) pandemic, with a view to identifying the possible occurrence of existential damage as a result of the violation of the right to disconnection. Lo and behold, one of the first sanitary measures implemented by the authorities to contain the spread

of the COVID-19 virus was the suspension of face-to-face school activities, and with the prolongation of such measures, in the face of the rampant increase in the number of cases of the disease, it was decided to establish a new model for the continuity of classes and compliance with the school calendar, making use of virtual resources that allowed the teaching of remote classes. This reality had significant effects on the work routine and on the private lives of these professionals who, suddenly, were compelled to adapt to this new format of work, carried out from within their homes, using their own resources. There were several transformations and difficulties resulting from this new way of working, notably in relation to time and intensification of work, shortening of rest periods, damage to social, family and professional relationships, as well as several other mishaps felt and reported by professionals, through this research, conducted through a questionnaire made available through a virtual tool. The data obtained with the research pointed to the existence of elements that can characterize the existential damage, as well as well-founded indications that the work in such conditions is capable of causing the worker existential damage, by violating the right to disconnection.

Keywords: Remote work, teaching work, right to disconnection, existential harm, pandemic.

1 INTRODUCTION

This research analyzes the effects of remote work, during the COVID-19 pandemic, for high school teachers, linked to the Regional Education Center of Ponta Grossa (PR)¹ and the violation of the right to disconnection as a possible generating fact of existential damage.

Behold, the work of high school teachers linked to the Regional Education Center of Ponta Grossa, State of Paraná, during the pandemic of the new coronavirus, has undergone changes from the emergence of this health crisis worldwide, because a new reality has emerged for many categories of workers, giving space to figures such as remote work, to enable the operation of some market segments, ensuring the offer of products and services during the pandemic.

¹ Ponta Grossa is a municipality in the state of Paraná in the Southern Region of Brazil. It is the fourth most populous municipality in the state, with 391,654 inhabitants, according to the IBGE estimate published in 2023.

Thus, many workers have been forced to adapt to new realities, new forms of work through virtual platforms, through the use of various technologies, in order to continue their work activity.

In this context, educational institutions have emerged among the first and most affected by the effects of the pandemic, given the large flow and crowding of people that necessarily cause, greatly facilitating the contagion by the new coronavirus. As a result, the suspension of in-person classes was one of the first measures adopted by the authorities in an attempt to curb the exacerbated transmission of the virus.

In the State of Paraná, for the fulfillment of the school calendar of the 2020 school year, the proposed solution was to adopt remote school activities, through virtual platforms for the availability of content and teaching of classes, such a model was made possible from the State Decree No. 4230 of March 16, 2020.

With this, the teachers of the state school system had to suddenly adapt to the new reality and, taking advantage of the available technological resources, teach classes and other activities to their classes, from the interior of their homes, thus giving continuity to the school calendar.

This sudden change, from face-to-face work to remote work, added to the current circumstances installed by the pandemic period, has imprinted profound changes in the daily exercise of teaching, as well as in the reordering of the organization of daily life, which may lead to the occurrence of existential damage, notably by the violation of the right to disconnection that assists all workers.

Still, a new configuration of the teaching work subjected this professional category to a completely new and unknown universe, as well as to concerns and various difficulties. Lo and behold, the work had to be carried out, despite the circumstances, the lack of qualification and adequate resources to do so.

The demands of the teaching work, in this scenario, also changed: behold, the students, in large part, found difficulties in learning remotely, resulting in an avalanche of calls and complaints directed to the teacher, on varied days and times, subjecting him to constant work and the sudden difficulty of disconnecting from his professional activities, even during the periods that should be destined to rest.

In this context, it often occurs that the worker is not able to disconnect from his work activity, despite being constantly in his own home environment, thus ceasing to dedicate himself to exclusively personal tasks and without any connection with his professional occupation, since work, if it does not consume all his time, subtracts from all his energy and disposition.

It should also be noted that, in the context of teaching, the preponderance of women is undeniable, who are also responsible for unpaid work in the domestic context, embodied in the duties of care for the family.

This disparity in the distribution of domestic tasks and family care requires women to activate themselves in long working hours, especially when productive work, in the case of this research, to teaching, is performed from the domestic sphere itself.

Excessively long working hours, or in strenuous conditions, are causes of psychophysiological and social disorders, subjecting the worker to a degrading condition and unavoidable frustration, to the extent that he is hampered by incessant labor, the possibility of exercising family, social, leisure activities or simply enjoying free time and unrelated to any work.

It is, therefore, a notorious violation of a right that assists every worker: the right to disconnection, according to which he can freely enjoy time outside the work environment, using it for his own benefit, whether to perform personal, family or any other activities disconnected from the universe of his work.

The intensity of the work routine often ends up subtracting from the individual all the energy he had to dedicate himself to any other activity aimed at leisure, so he tries to find it, not infrequently, from the same instruments that he also uses for work.

In that scenario, therefore, in addition to the substantial change in the way they perform their work, teachers were forced by circumstances to remain collected, not finding other means of socialization and fun that are not necessarily linked to the same technological tools that they use for the exercise of their work activity.

Hence why there is unavoidable confusion between the periods of rest and work, because, when using a mobile device or computer, for private purposes, socialization or fun, the worker is exposed to the same networks that enable the transmission and communication in the work environment, taking him easily, even if unconsciously, to perform the work.

It is noteworthy, therefore, that remote work facilitated the expenditure by the worker of a significant portion of his time available to perform tasks arising from his professional activity, consequently reducing the time destined to leisure and leisure.

Still, the anxiety and agitation resulting from the work developed in the scope of their own home, cause the individual not to adequately enjoy the breaks intended for rest or fun, behold, he remains linked to the work activity, even during free periods.

Thus, with the violation of the fundamental right to disconnection that assists every worker, ensuring that he enjoys periods of non-work, there is also a severe offense to human dignity, because the completeness of his existence lies in the balance between work and private, social and family life.

In this scenario, the possible submission of these workers to an extra patrimonial damage emerges, which consists in real damage to their existence, as a human being, due to the limitation of

their freedom to self-determine socially, since they are restricted from freely exercising their own subjectivity and identity.

In this context, the present work aimed to unveil, in the light of the law, disconnection and existential damage, the effects of remote work for education professionals during the validity of Decree No. 4230/2020 of the State of Paraná, and was carried out through bibliographic and documentary research, as well as through data collection through a questionnaire open to teachers of the state school system of Ponta Grossa and region.

From the data obtained and the analysis of the elements that characterize the existential damage, it was possible to identify indications that the work of such professionals, in such conditions, may give rise to the occurrence of the aforementioned off-balance sheet damage, due to the violation of the right to disconnection.

2 METHODOLOGICAL EXPLANATIONS

In view of the study objectives of the research, data collection was performed by providing a questionnaire, composed of 60 (sixty) questions distributed in six thematic axes: identification, family group, labor bond, means of remote work, working conditions in the domestic sphere and impacts of remote work for the high school teacher.

Considering the current scenario, where social distancing measures still remained, it was decided to make the questionnaire available in a virtual environment, so that the answers could be offered at a distance.

Thus, the questions were included in the *Google Forms*² tool and, from the *link*³ created by the platform, widely disseminated through the researcher's network of contacts, in her social networks and private contacts.

The strategy adopted to capture the responses was the "snowball" technique, which starts from the recruitment of the sample group through a chain reference. (BALDIN; MUNHOZ, 2011, p. 333).

Thus, the questionnaire was sent to several specific contacts, which, in turn, promoted the dissemination of the material to other individuals in their personal network of contacts and who fit the object of the research.

In this technique, the dissemination of the questionnaire is continued until the saturation point is reached, when the answers obtained begin to repeat the same content already measured in previous answers, so that they no longer add new relevant information to the research.

² Google Forms: free tool that allows you to collect and organize information in small or large amounts, through the creation and availability of questionnaires.

³https://docs.google.com/forms/d/e/1FAIpQLSf420FybInDYRZMxYj_2XaGBaAyjmDIFg7WusMzb6PVal2MA/viewform?usp=sf_link

The questionnaire remained open for answers, for a period of 60 (sixty days), which ended on 05/31/2021. In addition, 44 (forty-four) responses to the questionnaire were obtained, which are listed in the appendix, with the exception that, in order to preserve the identity of the participating subjects, the questionnaires answered were numerically classified from number 1 (one) to 44 (forty-four).

For the organization and analysis of the collected data, content analysis was used, comprising several techniques that aim to describe the content obtained from the written communication process.

According to Mynaio (2002, p. 75-76), the content analysis is done in three phases: pre-analysis, exploration of the material and, finally, treatment of the results obtained and interpretation. In the first phase, the material obtained was organized, selecting, after reading, categories and excerpts relevant to the research objectives.

The second phase is the one that demands the most time, because it is the moment to employ what was defined in the previous phase. To this end, in addition to elucidating the profile of the respondents, the data analysis was organized into five categories: The profile of the educators; The work routine and remote work; The right to disconnection and the right not to work: excessive working hours, damage to personal projects and life project; The existential damage in the context of remote work of high school teachers in the State of Paraná; and, The reparability of existential damage.

Finally, the third phase consists of, in fact, discovering the content underlying what is explicit in the data, in order to identify, for example, ideologies, trends and other determinations specific to the phenomenon studied.

Thus, through this technique, the contents of all the answers obtained were described and interpreted, with the intention of verifying the possible occurrence of existential damage in the remote work relationships of high school teachers in Ponta Grossa and region.

3 THE PROFILE OF EDUCATORS

The first axis of the questionnaire comprised the following questions: name, school, municipality, gender, race, age and marital status. These questions served to draw a profile of the educators surveyed.

It is observed from the data collected that most of the respondents are from Ponta Grossa (PR), but there are answers from the cities of Imbituva, São João do Triunfo, Castro, Telêmaco Borba and Palmeira.

In addition, there is a significant preponderance of women among teachers, of whom 77.3% declared themselves female, while 22.7% were male. It is extracted, therefore, from such a scenario, that there is a notable preponderance of women in the exercise of the teaching profession, in the scope of high school in Paraná.

The feminization of teaching is an international phenomenon deriving, historically, from social constructions linked to the economic and patriarchal relations that characterized the practice of teaching. (VIANNA, 2013, p. 164).

In Brazil, the expressive presence of women in teaching originated in the nineteenth century, when improvised schools emerged and detached from the State. And it intensified after the Republic, with the growth of serial schools and the expansion of public schools, already in the mid-twentieth century.

This process must also be seen in the light of class and gender relations, since the magisterium consists of one of the "first fields of work for white women of the so-called middle classes, scholars and bearers of a femininity idealized for this class [...]". (VIANNA, p. 164).

The circumstances that permeate the massive entry of women into the field of teaching, therefore, are related to the social construction that they are better prepared for care functions, especially with children, an understanding based on biological, social, social, cultural and economic inequalities.

Therefore, under the social and cultural aspects, it must be recognized that the female magisterium was one of the first professions to win the approval of society, since it was linked to motherhood itself. It should also be noted that, at the time, it was practically the only option available to working women, since they had not yet been allowed to exercise other trades. (HAHNER, 2011, p. 468).

All these factors, together with the low salaries paid to teachers in schools accessible to the economically inferior classes, contributed to configure, in Brazil, the effective feminization and devaluation of teaching.

In any case, the preponderance of women in teaching, even today, is a very evident reality, a fact that was confirmed in the context of this research, where more than 77% of those surveyed are women.

Regarding race, 81.4% of the respondents declared themselves white, while 9.3% declared themselves brown and, finally, 7.0% were black. The racial profile of the respondents is consistent with the ethnic characteristics of the region, notably the process of colonization of the State of Paraná, influenced mainly by Spanish, Swiss, Italian, German, Polish, Ukrainian and Russian immigrants. (PARANÁ, 2021).

Still, another factor that influences the great discrepancy between the percentage of white and black/brown respondents is racial inequality, with regard to access to higher education, which still persists, despite the series of measures aimed at expanding and democratizing access to higher education, which began to be adopted in Brazil from the 2000s onwards. (IBGE, 2019, p. 8).

The age range of the respondents is comprised of 25 (twenty-five) to 57 (fifty-seven) years of age, while 60.5% of the respondents are married, 20.9% single, 14% are in a stable union and another 4.7% are divorced/separated.

Regarding the composition of the family group, 56.8% of the respondents declared that they have children under their care and, of these, 60% answered that such children depend on their guidance to perform school activities. In addition, 29.5% reported having elderly people under their care and another 22% stated that they have other dependents who are under their care.

These data reveal the difficulties of remote teaching work at home, behold, most respondents are married or in a stable union, as well as a significant portion of them have children, elderly or other dependents who depend on their care.

This scenario represents a great challenge for the respondents, as they had to reconcile remote work with family experience and care, sharing time, space and even equipment used for work among family group members.

In addition, the existence of children or other family members who, to some degree, depend on assistance and care, is a factor that significantly influences the organization of work itself and the productivity of the teacher, along the lines of remote teaching.

Also, regarding the employment relationship, according to the official website of the Secretary of Education of the State of Paraná (<http://www.educacao.pr.gov.br/Pagina/Ingresso>), teachers join the Paraná education network, by two different ways.

The first of these is as members of the Proper Staff of the Magisterium (QPM), as effective or statutory servants, and whose admission takes place through a public tender. These professionals are governed by their own statute, the Statute of Civil Employees of Paraná (Law No. 6,174/70).

Also, teachers are admitted by the special regime (PSS), for a fixed term, whose admission takes place through approval in a simplified selection process (PSS). Such professionals are considered hybrid bonds, since they are governed by Law No. 108/2005, however, they are also subject to some provisions of the Statute of Civil Employees of Paraná and are linked to the General Social Security Regime of the National Institute of Social Security (INSS).

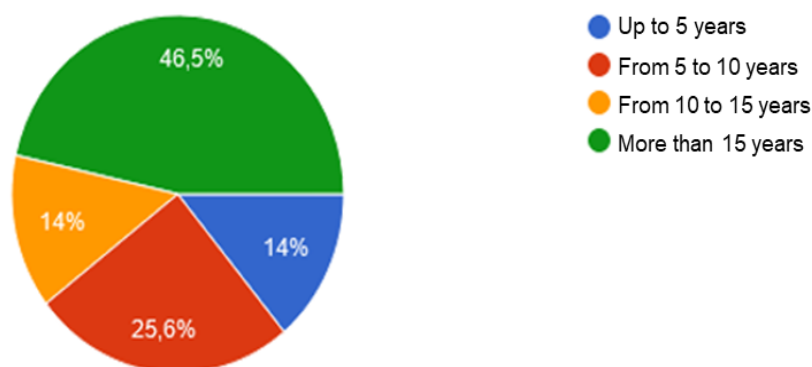
Regarding the employment relationship, answers were obtained from teachers who work as temporary workers, admitted through a simplified selection process, and also from public servants who make up the state teaching staff (QPM). Of the respondents, 21 are civil servants, while the others were admitted through a simplified selection process. In addition, 21 claimed to work on two standards

sad/or contracts, 14 of them on one standard/contract, and one of them claimed to accumulate 3 standards⁴.

Regarding the working day, it is noticed that the answers vary between 15 and 60 hours per week, and some of the answers did not know how to specify the hours worked due to remote work. These results, as will be shown below, have implications for working time, with an increase in working hours and a decrease in rest periods for the respondents.

Regarding the time of exercise of the function of teacher (a), it is observed that there is a preponderance of those who have worked for more than 15 years and from 5 to 10 years:

Graph 1 – Time of exercise of the function



Source: Survey data, 2021.

It can be seen, therefore, that the minority of respondents have been teaching for more than 10 and less than 15 years, and that 14% of them have been practicing the profession for less than five years.

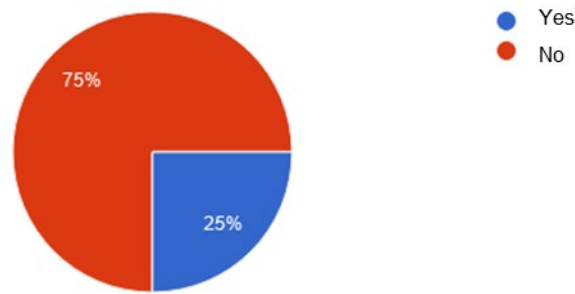
4 THE WORK ROUTINE AND REMOTE WORK

Specifically in relation to remote work, 97.7% of respondents reported having adhered to classes in a virtual environment, due to social distancing measures to control the novel coronavirus pandemic.

However, despite the massive adherence to remote teaching, a significant majority of respondents state that they have not received any qualification from the regional education center for work in this new format:

⁴ It should be noted that it is not feasible to accumulate more than two public offices, by virtue of the provisions of paragraph *a* of item XVI, of article 37 of the Federal Constitution, which allows the cumulation of a maximum of two public positions of teacher. (BRAZIL, 1988)

Graph 2 – receiving training for remote work

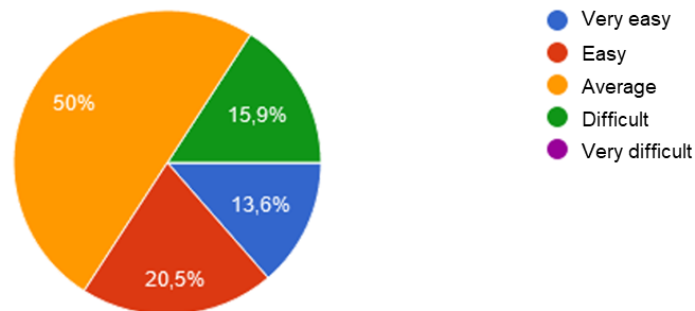


Source: survey data, 2021.

In addition, 71.4% of the respondents stated that they did not have their doubts resolved through the training course, as well as 57.9% answered that no contact was made available to resolve any subsequent doubts.

Regarding the degree of difficulty in handling applications and platforms for remote learning, the data show that most respondents encountered some difficulty:

Graph 3 – Degree of difficulty in handling the applications/platforms for the classes



Source: Survey data, 2021.

In addition, to the open question "In which modality do you feel most comfortable to work? If you want, justify", several respondents prefer in-person classes, however, many of them expressed concern about the pandemic scenario, and the possibility of contagion in the face-to-face environment.

There are also respondents who ponder the difficulty of mastering the technological resources for teaching classes and others who show hopelessness with the moment experienced, especially in relation to the risks of contagion and the lack of vaccination:

Remote, since there is no vaccination for students and teachers at the moment is the pandemic situation is still alarming. (Questionnaire 5)

Face-to-face because I have more experience, remote classes are still very new to me. I realize that there are many resources available, but I don't have the knowledge to use them. (Questionnaire 6)

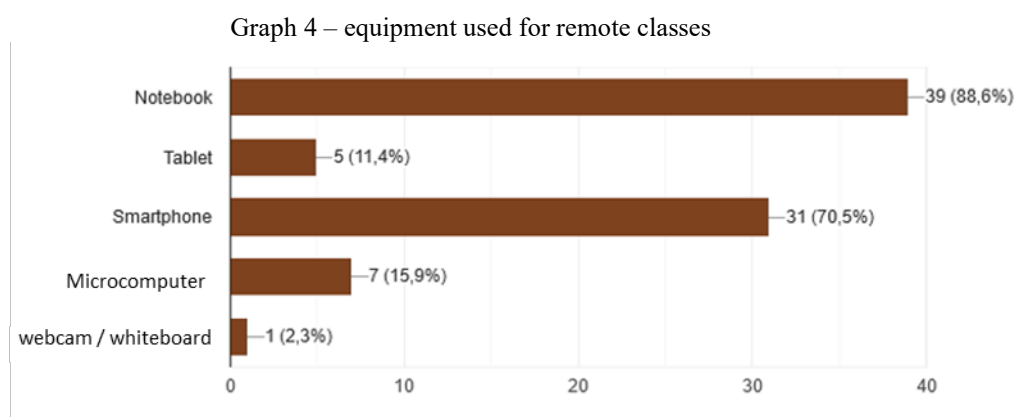
I honestly don't know; I feel more and more unmotivated every day... We have no return in online and face-to-face will be a new reality ..., But I never imagined myself in online classes (questionnaire 10).

Regarding the physical conditions for remote work, most respondents used *a laptop* and *smartphone*, and 59.1% reported not having adequate physical space for work. Thus, the vast majority of respondents stated that the place chosen for work is part of the collective space of their residence.

Regarding the equipment and technological resources used by teachers to perform remote work, 68.2% reported having replaced the internet service and/or acquiring/replacing personal equipment to enable remote classes.

In addition, 65.9% of the respondents need to share the equipment used at work with other family members, a fact that, according to the data obtained, interferes with the organization of work.

Among the most used equipment in the work are the *Notebook* and the *Smartphone*:



Source: Survey data, 2021.

About the platforms and applications used by teachers for remote work, *Aula Paraná*, *Google Classroom*, *Google Meet*, *Google Forms*, *Google Drive*, *Google Presentations*, *Youtube* and *WhatsApp* were mentioned. Such applications/platforms have varied functionalities and objectives, as can be seen from the table below:

Table 1 – Platforms and Applications most used for remote work. (To be continued)

Platform Application	Definition	Source
Paraná Class	It consists of a page on the Internet, which can be accessed by microcomputer or notebook (http://www.aulaparana.pr.gov.br/) and also an application intended for mobile devices with <i>ANDROID</i> and <i>IOS</i> operating system. Through this system, classes are transmitted, which can be accessed by students in the shifts and times proposed, through <i>login</i> and personal password.	http://www.aulaparana.pr.gov.br/
<i>Google Classroom</i>	It is a didactic content management system, aimed at the creation, distribution and evaluation of school work.	https://classroom.google.com//0/h

<i>Google Forms</i>	It allows the creation of forms for research and collection of information, or even the creation of questionnaires, and is used in teaching practice, mainly to apply activities and evaluations.	https://www.google.com/intl/pt-BR/forms/about/
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Table 2 – Platforms and Applications most used for remote work.

Platform Application	Definition	Source
<i>Google drive</i>	It consists of a file storage and synchronization system, which, along with other features of the platform, allows the editing and sharing of the files, in addition to storage.	https://www.google.com/intl/pt-br/drive/about.html
Google Slides (<i>slides</i>)	Enables the creation and editing of presentations that can be broadcast in virtual meetings.	https://www.google.com/slides/about/
<i>Youtube</i>	It consists of a platform for sharing videos, which can be made available after recording, or even transmitted in real time, allowing the interaction of users.	https://www.youtube.com/
<i>WhatsApp</i>	Application that allows the sending and receiving of instant messages and video and voice calls between <i>smartphones</i> , also enabling the sending of media, such as images, videos and documents. As long as there is an <i>internet</i> connection, it allows instant communication between two people, or even in groups of people.	https://www.whatsapp.com/?lang=pt_br

Source: Paraná, 2021. Note: Data organized by the author

Also, of the answers obtained, about the work routine and work organization in the context of the pandemic, among the main complaints, the difficulty of handling technological resources and equipment, the low participation and lack of interest of the students, demands on days and times destined to rest, the accentuated fatigue and the demands imposed by the hierarchical superiors were highlighted:

I don't master computer science and I had to learn the hard way. I was very nervous. (Questionnaire 01)

The interaction of the students is 0 (questionnaire 03)

From downloading the apps, to making the activity forms in Google forms. The most complicated was learning how to deal with Google Classroom tools, make the forms, correct activities, download spreadsheets, etc. And also learn to use the games as a pedagogical resource. (Questionnaire 05)

The students do not deliver the activities and very few participate in the meetings (questionnaire 07)

Understand how the platform worked; the lack of interest of students who did not participate; little guidance, among others (questionnaire 08);

The absence of any material support provided by the State of Paraná to professionals also made it difficult to work remotely. The vast majority did not have adequate physical space, equipment, or even an *internet* service suitable for work in such conditions.

With this, many of the teachers pointed out the need to use their own resources to acquire equipment or to hire services suitable for the work:

Use of internet and own resources; equipment damaged due to the amount of hours connected and no memory due to the various apps we had to download; in addition to remote classes, many activities to prepare for students who needed printed material; disrespect of the Pedagogical Team that charged activities and passed information on weekends, including messages during the night; students sending activities and messages during the early hours and non-binding hours, including in the early hours of weekends; use of own resources to call or send messages charging students or to encourage them to continue; Short time of activities in quarantine, we take materials from the hand of students to correct, disrespecting the time of protection to prevent the spread of pathogens, among others. (Questionnaire 5)
Internet, Lack of student participation Equipment. (Questionnaire 09)
Sharing home space with other people. (Questionnaire 30)

Another difficulty felt consisted in the relationship with hierarchical superiors and in the lack of interaction and guidance, in addition to the constant changes in the way of working and in the functionalities of the technological resources made available for the work:

Understand the functionality of the platform, because during the process it was changed several times by SEED. (Questionnaire 11)
Every time I found an internal organization the secretariat imposed a new change. Increased vigilance, lack of listening and no space to propose other ways of dealing with work. For me the hardest part is the intensification of surveillance, control and the loss of autonomy. (Questionnaire 23)

It is denoted, therefore, from such a scenario, that the adoption of remote work represented a profound change in the work routine of high school teachers. In addition to the necessary adaptation of the physical space and the equipment and technological resources used for the exercise of the work, it was necessary a reorganization of the teaching work, in view of the new demands of the profession.

It should be noted, at the outset, that the vast majority of respondents did not receive qualification for remote work, nor did they have the opportunity to resolve any doubts that arose from this new work process.

Difficulties in handling the technological tools and equipment used in the work were also reported, specifically among teachers with a higher age group, a circumstance that, they report, brought them nervousness and anguish.

It can be seen from this scenario that the adoption of the remote teaching model resignified the very organization of the work of high school teachers linked to the state network of Paraná, to the extent that it led to a new configuration of the teaching activity, permeated by technological resources and distance interaction. Behold:

These adaptations required efforts that cannot be overlooked. Most of these professionals did not receive any training for the development of these activities. However, it is perceived that the commitment of these teachers with their students has guided the search for ways to make the educational offer possible. This experience can mean an important professional growth and maturation, but it also generates tensions and anguish for teachers. (UFMG, 2021, p. 714-715).

The first major challenge faced by these professionals, in addition to the issue of material resources, was to produce and/or adapt content for remote education and teaching methods adaptable to the new technological apparatus.

This incessant demand for new professional skills is consistent with a more flexible model of work organization that, in turn, has as its characteristic the encouragement of workers to be collaborative in the work environment, in order to better accept and adapt to profound changes, (re) learn quickly and be proactive and creative, under pressure, and in the face of unpredictable events. (WILLIAMS; WOLFF, 2008, p. 10). Behold,

[...] the demands (extemporaneous or not) of compliance with pedagogical activities in distance activities places education professionals in a very complex level of teaching practice, reorganizing standards, redefining standards and processes, with the risk of an extrapolation of the usual levels of stress due to the (new) situations to which they are having to submit. (AZEVEDO, 2020, p. 12-13).

The current reality requires the teacher to appropriate new technologies for remote teaching. What it does through the continuous replication of its image in platforms and digital resources, without, however, being assured any copyright, nor are it provided with script requirements, connection resources and techniques for the elaboration and dissemination of the content, since they make use of private resources, coming from their own homes.

In practice, this new demand, therefore, means that "in short, the teacher needs to behave like a zealous professional, capable of matching the rigor, effectiveness and ability to be innovative" (CANÁRIO, 2006, p. 48), in order to enable the necessary reformulation of school practice required by the current moment.

However, the implementation of this new way of teaching forced by the emergence of the pandemic, and from policies imposed by governments - without the possibility of broad discussion with the school and teaching community - is not covered by previously planned and structured actions, given the very speed with which they were executed, given the demands of the moment.

The absence of adequate planning subjected the category of teachers to the challenge of implementing, by themselves, techniques, strategies and methodologies under which they had no previous mastery and knowledge. It can be seen, therefore, that despite this absence (or insufficiency) of support from the State, these professionals took up the challenge of enabling the continuity of

classes, in the remote modality, continuously exposing themselves to criticism and judgments and to the mercy of their own limitations.

About such a scenario, however, Azevedo warns:

It is no longer about appropriating concepts, skills and competencies for a future that we do not know when it will come for us or for them. The virus has put any future on hold, exposing the errors of our present way of living, built and consolidated from a not too remote past. If our classes will pretend that these issues are distant from our lives and from our students, I modestly wonder what is the use of a school pedagogical process: only to guarantee certificates, transcripts and to confer more or less high degrees [...]? (AZEVEDO, 2020, p. 56-57).

Thus, considering the prolongation of sanitary measures, aiming at the control of the pandemic and the continuity of classes in remote format, or, at least, in a hybrid model, it is essential that measures aimed at teacher training for the use of digital technologies and their media in teaching activity be headed by the State and its institutions, in charge of Public Education, as well as aiming to offer infrastructure for the production of classes with the desirable quality.

It is also necessary to ensure the preservation of the fundamental rights to the image, privacy and intimacy of such professionals, protecting their physical and mental health, so that they can perform their functions with dignity.

5 THE RIGHT TO DISCONNECTION AND THE RIGHT TO NON-WORK: EXCESSIVE WORKING HOURS, DAMAGE TO PERSONAL PROJECTS AND LIFE PROJECT

From the data obtained, it is also extracted that remote work for the teachers surveyed represented a significant increase in working time (working hours), as can be seen from the answers listed below:

I have 20h, but there was a week that I worked 60h. It was a stressful period (questionnaire 1)
Before: 15 _ after: 30" (questionnaire 04)
Many times, I got to work 60 hrs (questionnaire 07)
Before: 8am during the pandemic, all day (questionnaire 08)
Before 30hs weekly / after 50hours, more or less. (Questionnaire 14)
36 hrs/ more than 60 hrs (questionnaire 21)
Before 8 hours a day, after the pandemic more than 12 hours a day (questionnaire 09)
Before 50 after 80 (questionnaire 29)

The extension of the working day, in the context of remote work, was reported by most of the respondents, and some of them even pointed to the activation in extremely long hours, such as 50 and 60 hours per week.

In addition, another recurring complaint is that it is difficult to properly enjoy rest breaks and weekly rests and/or holidays:

The work doubled, I worked in hours of rest and moments that had no link with the State, to put everything in order and meet the demand for documents and activities that SEED imposed. (Questionnaire 05)

Before they were the contract, post I cannot even measure because they were weekends, holidays ... (questionnaire 10)

After the pandemic there is no longer a fixed schedule (including weekends and holidays) (questionnaire 11)

Before it was only a day or two. Now the preparation is development of the activities is the whole week. (Questionnaire 19)

The new demands of remote teaching have also aroused the concern of professionals, who report the charge exerted by their superiors and the difficulty of completing all the tasks inherent to their function:

Now it is indeterminate, the charge is many. (Questionnaire 15)

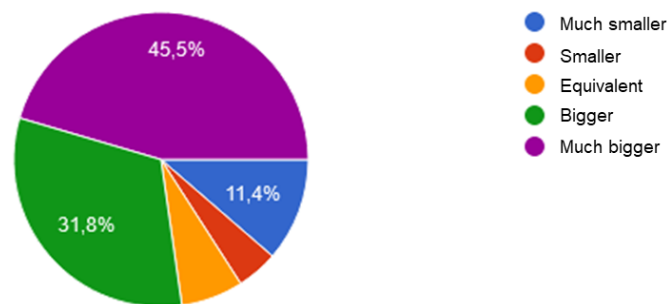
A lot of time made available for remote activities, because everything was very new and I had to spend much more time to study and learn how to deal with the tools, as well as meet students by email, on the platform and plan classes. (Questionnaire 06)

I work all day including weekends and holidays. (Questionnaire 38)

Before it was easier now, I define myself as exhausted. (Questionnaire 03)

However, the data show that remote work greatly accentuated the working hours of the professionals surveyed, increasing the time of preparation of classes, also requiring work in periods of rest, as is extracted from the answers above. Specifically, regarding the preparation of classes, the vast majority of respondents answered that the time spent for this purpose is "much greater" or "greater":

Graph 5 – Time dismissed for preparation and administration of remote classes compared to the face-to-face model



Source: Survey data, 2021.

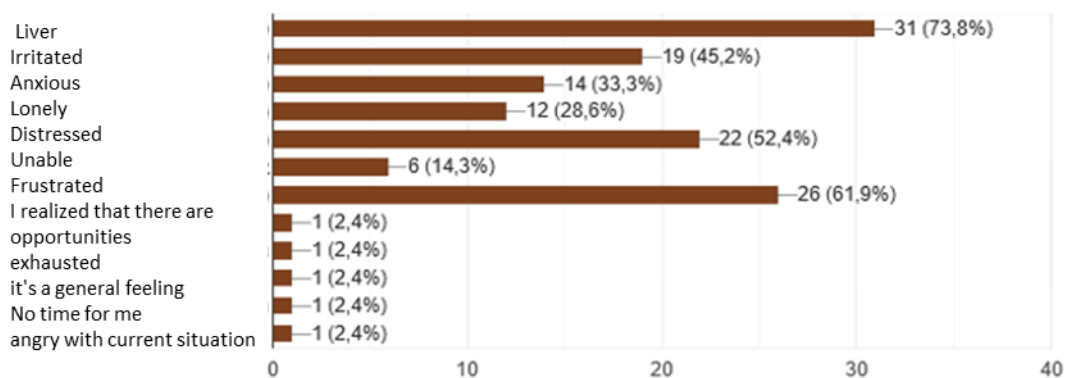
It is observed that many of the answers to the open questions point to the tightening of time and the consequent suppression of rest periods, and some respondents even stated that work now occupies all their free time or that the time worked is incalculable.

This scenario evidences the difficulty of adapting such professionals to the new work model, which substantially increased the time allocated to the tasks performed, either by the need to readapt materials and content for the classes, or even by not completely mastering the resources used during the work, a circumstance that requires a greater dedication to the work.

The last axis of questions is intended to assess the impacts of this type of work for high school teachers, and the answers obtained, so far, have demonstrated profound effects suffered by the respondents.

It should be noted, at the outset, that almost 67.4% of the teachers reported having faced difficulties to perform their work remotely. Still, regarding their personal perception, the vast majority of the responses showed that the respondents are, at some level, dissatisfied with the circumstances of remote work:

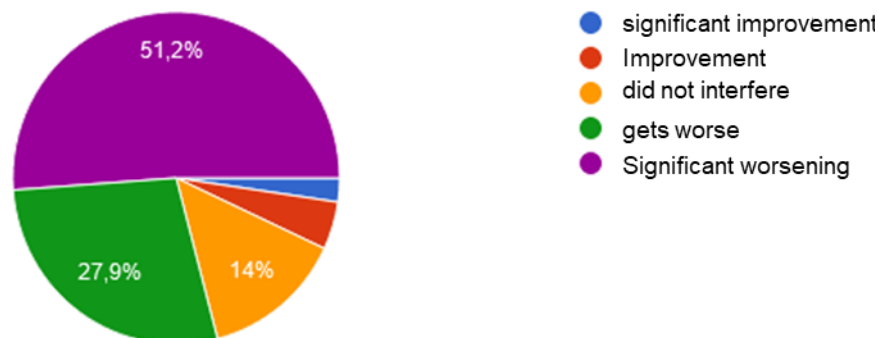
Graph 6 – feelings reported by educators during remote work



Source: survey data, 2021.

Fatigue and frustration are among the effects most felt by respondents, followed by feelings such as anguish, irritation and loneliness. In addition, remote work represented a significant worsening or worsening for almost 80% (eighty percent) of those surveyed, regarding the use of time for private activities:

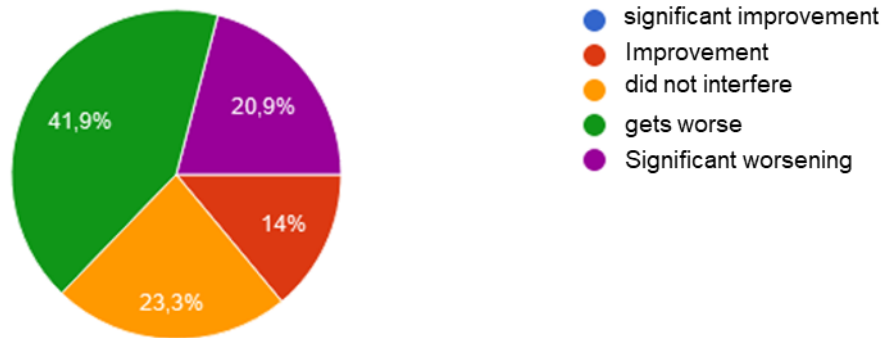
Graph 7 – Conditions of use of time for private activities in remote work in relation to the face-to-face model



Source: Survey data, 2021.

In addition, more than half of the respondents found a significant worsening/worsening in the quality of family relationships:

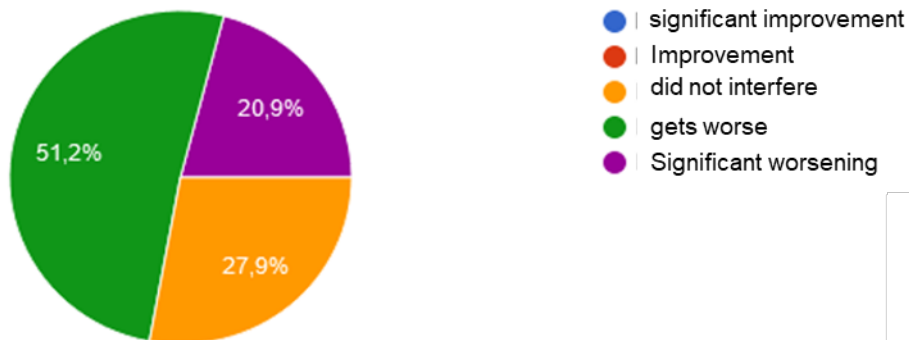
Graph 8 – Quality of family relationships during remote work in relation to the face-to-face model



Source: Survey data, 2021.

Still, to the same question, in relation to social relations, very similar answers were obtained:

Graph 9 – Quality of social relationships during remote work in relation to the face-to-face model



Source: Survey data, 2021.

The justifications presented in the open questions show that remote work consumed the time previously allocated to family and social life, bringing conflicts and imposing difficulties on the relationships of professionals:

- There was no time left for anything. By the end of the day, I was exhausted. (Questionnaire 1)
- No time and no willingness. (Questionnaire 3)
- It got worse because often the family wanted attention and care and I was on the laptop working, evenings, Saturdays, Sundays, outside of my normal hours. (Questionnaire 6)
- The work is practically integral. (Questionnaire 14)
- Stress, unfortunately discounts on the nearest person. (Questionnaire 15)
- There is no way to establish routine with the children, we are under one roof, but we do not look at each other we are all day with our eyes fixed on computer screens, with our heads dipped in work. (Questionnaire 40)

The data show that the damage to family and social relationships does not only result from the increase in working hours and decrease in rest periods, but also from the physical and mental

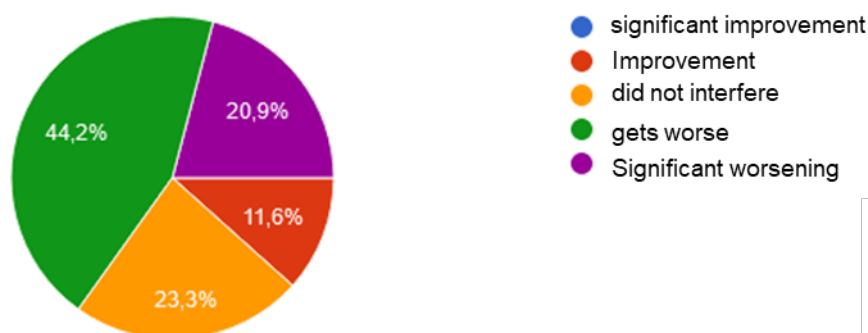
exhaustion of professionals who, even in periods of leisure, do not have the courage and willingness to enjoy moments of relaxation and leisure with family and friends.

In addition, the physical presence in the home environment was not enough to promote the approximation between the family, because the constant connection with work, through technological resources, impairs the interaction of the family group.

It can be seen, therefore, that the quality of family relationships was substantially affected by remote work, performed in the domestic environment and its demands. The same occurred in the context of social relationships, where more than 70% of the responses point to significant worsening/worsening.

In addition, more than 60% of respondents admitted that there was damage to their projects and personal activities as a result of remote work:

Graph 10 – Time allocated to projects and personal activities during remote work in relation to the face-to-face model

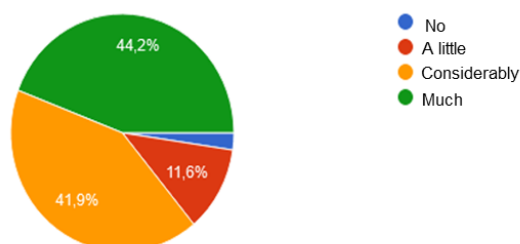


Source: Survey data, 2021.

It is observed, therefore, that the projects and personal activities of the teachers were also substantially impaired by the new form of work that they began to exercise, and most of the justifications presented allude to overwork and lack of free time.

The increase in the time allocated to work and also the demands of work in periods previously destined to rest, still represented great concerns of the respondents, as extracted from the graphs below:

Graph 11 – Frequency with which the teacher thinks about work on weekends/holidays off



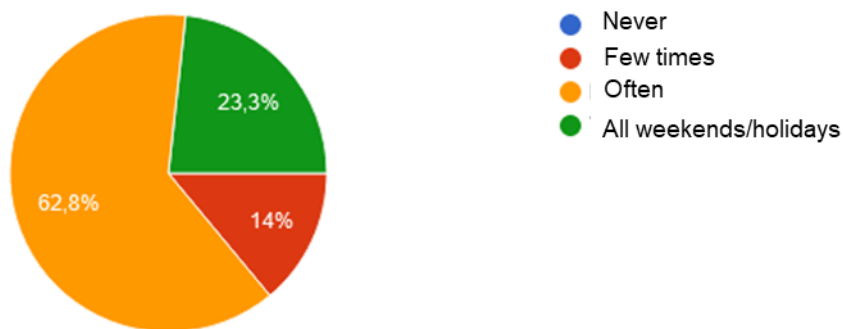
Source: Survey data, 2021.

The percentage of respondents who, even during rest periods, think about work is a significant 97.7%, while only 2.3% said they do not.

This scenario highlights the difficulty of such professionals to disconnect from work to freely enjoy their rest periods. This difficulty also stems from the fact that the same resources used in routine communication or leisure, such as mobile applications and electronic correspondence, are now used for work.

The private activities of the respondents were also, not infrequently, interrupted due to work demands, even when they enjoyed their rest periods:

Graph 12 – Frequency with which the teacher had his private activities interrupted due to remote work, on weekends/holidays

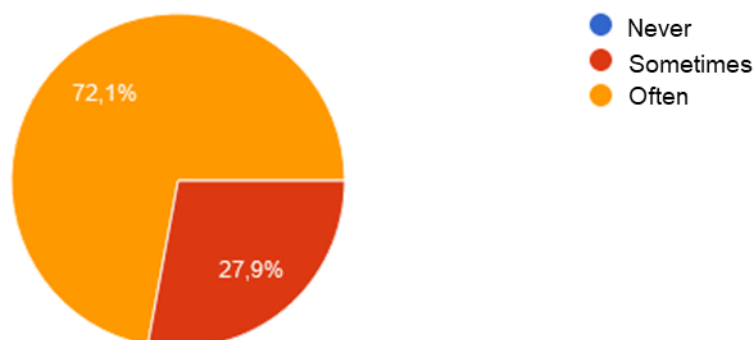


Source: Survey data, 2021.

It is observed that the demands of work occupied, at some level, the thoughts of more than 97% (ninety-seven percent) of those surveyed, even on weekends and holidays and that 23.3% of them worked on all weekends/holidays, while 62.8% worked on many of these occasions.

In addition, all respondents stated that they have already been questioned by the students in rest periods:

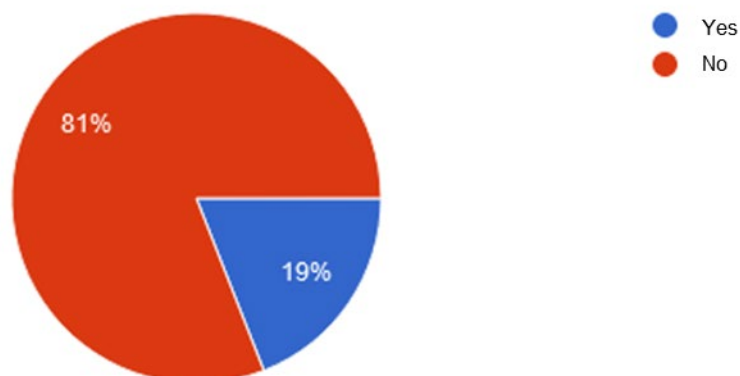
Graph 13 – Frequency with which the teacher has been sought by students outside of class hours, by any means of communication



Source: Survey data, 2021.

In addition, 81% of them have not been able to regularly take advantage of their rest breaks and days off:

Graph 14 – Adequate enjoyment of rest intervals and days off



Source: Survey data, 2021.

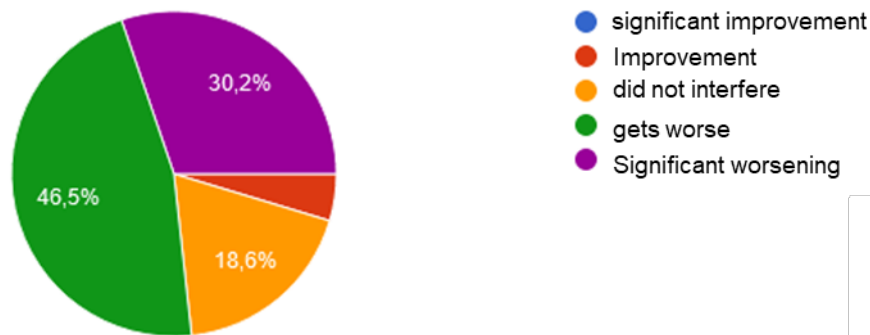
The answers obtained point to the difficulty of disconnecting from work, even at times intended for rest, since communication with students is constant and instantaneous. In addition, it is difficult to establish limits and schedules for work:

I had no rest, when I was not a student was parents looking to solve doubts. (Questionnaire 1)
In remote teaching it is difficult to establish schedules, the student or pedagogical team sends a message, you are on the cell phone, you see and immediately begin to respond. (Questionnaire 6)
There was never any rest: attendance to parents and students was frequent.
As the work has increased, we always have chores. (Questionnaire 11)
Students and parents come to us outside of the hours set for them. They want immediate care. (Questionnaire 22)
I have been using [rest breaks and days off] to organize classes because the time is insufficient for the demands that are imposing on us. (Questionnaire 23)

The effects of remote work were deeply felt by the respondents in their quality of life, and almost 80% of them point to significant worsening or worsening, under various arguments, including reporting damage to physical health.

Both the graph below and the answers transcribed below illustrate the effective damage to the health and quality of life of professionals:

Graph 15 – Quality of life during remote work in relation to the face-to-face model



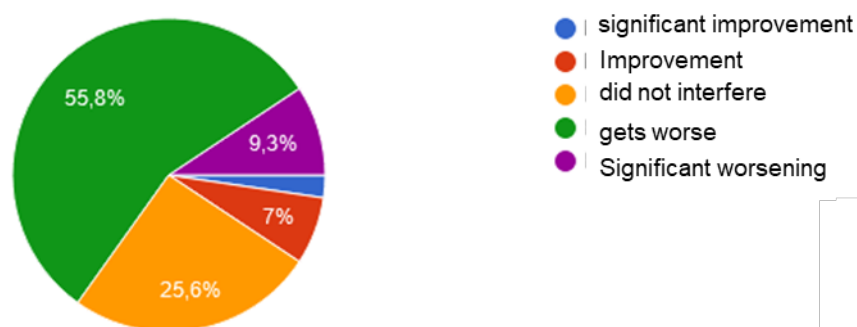
Source: Survey data, 2021.

The answers to the open question, in turn, show the difficulties felt by the professionals:

- I spent a lot of time in front of the laptop, sitting, which caused weight gain. (Questionnaire 06)
- I didn't have time for anything else. (Questionnaire 07)
- The stress caused me problems such as hair loss and dental problems, which I am undergoing treatment. (Questionnaire 11)
- I totally stopped exercising. (Questionnaire 17)
- Sedentary. (Questionnaire 18)

Still, it is noteworthy that most respondents were frustrated with the quality of their work, behold, more than 60% (sixty percent) of them, report significant worsening or worsening in this regard:

Graph 16 – Quality of the remote work of the teacher in relation to the face-to-face model



Source: Survey data, 2021.

The main complaint of the professionals, in this sense, is the lack of interest of the students, the difficulty of reaching them and teaching them remotely, as well as problems to perform practical classes.

Finally, the last open question, aimed at the free expression of respondents about remote work during the pandemic of the novel coronavirus, brought varied answers that reflect the perspective of these professionals in the face of the remote work they have performed.

Among them, it is worth mentioning:

It was a huge challenge for teachers who had to reinvent themselves. The students were in the case of my discipline, physical education, the ones who were most harmed because they did not have the practical classes. However, I have put several practical classes on the platform, but I have had little feedback from students. (Questionnaire 06)

Remote work without training, with many things to be accomplished without opting out was extremely detrimental to our work and to future professionals as it is being masked that they have learned... The numbers do not represent reality! (Questionnaire 10)

We're in a pandemic, but the charge is superhuman. Incomparable with face-to-face work... We get sick (us, students and parents of students). We need to stay alive; the rest recover as soon as this pandemic recedes. (Questionnaire 11)

That I was not born, to be alone in front of the small screen, the face-to-face makes all the difference, eye to eye. (Questionnaire 15)

Even if we teachers were supported with equipment to develop our work, our students would not all have equipment to accompany the classes, this goes far beyond physical resources, they often do not have at home family support without the participation of our student it is impossible to develop a satisfactory work. (Questionnaire 16)

Nothing replaces face-to-face teaching, teacher-student contact, that connection we create in the classroom. (Questionnaire 18)

The data obtained from the research outlined the contours of the existential damage caused to this category of professionals, mainly due to the difficulty of disconnecting from work. The work is continuous, exhausting and too accentuated, while there is dissatisfaction with its quality.

In addition, there is undeniable damage to family and social relationships and delay or impracticability of personal projects, a circumstance that represents effective damage to the private life, achievements and personal desires of the respondents.

The continuous connection with the work environment, through cell phones, computers and other equipment impairs the adequate enjoyment of the time destined to rest, making the professional always remain connected to their work activities.

It is that, with the use of the various technologies available for the exercise of labor, which enable communication in real time, there is difficulty in separating periods of work and rest, behold, "the borders become more diffuse and the time of work invades the times of non-work, affecting individual and collective life." (DAL ROSSO, 2008, p. 35).

Still, the tightening of time is another very relevant element, it is perceived that the researched have worked without taking advantage of the intervals for rest and weekly rests, submitted, therefore, to the strenuous journey and deprived of their right to dedicate themselves to moments of leisure, or, simply, of leisure.

However, the time of non-work is essential for the maintenance of the physical and mental health of the work, because, "[...] It is true that work is a fundamental right, however, this right cannot exclude the right to rest, leisure, family and social life; that is, to not work." (CARDOSO, 2017, p. 72).

The discussions surrounding the duration of the work, however, are relevant from several angles:

The issue has several implications, three of which are highlighted here: it affects the quality of life, as it interferes with the possibility of enjoying or not more free time; defines the amount of time during which people devote themselves to economic activities; establishes direct relationships between health conditions, the type and time of work performed. These reasons, far beyond historical curiosity, are sufficient to explain why studies of working time that are devoted to the analysis of duration have become so socially relevant. (DAL ROSSO, 2006).

It should be noted that these right aims, primarily, to restrict the time of dedication to work, in order to promote the harmonization of the social times that the worker enjoys, in order to ensure that he does not remain under constant pressure because of the continuous demands of his labor activity.

In this context, it should be elucidated that the right to disconnection is linked to the worker's ability to have free time, intended for the practice of private activities, whether for leisure, family and social life, or even to apply to projects and objectives of a personal nature, completely unrelated to their professional activity.

In this line, the remote performance of the teacher, while the social distancing measures adopted as a result of the pandemic of the novel coronavirus were in force, demanded from this category of workers substantial changes in the way they carry out their work activities.

In addition to the need to reinvent oneself as a professional and to reconfigure didactic material and the way of teaching itself, the work itself has changed a lot, starting with the environment. Now, if before the teacher exercised his activities in the classroom and, still, disposing of the physical space of the school environment for the preparation of materials, now, all the professional activity was abruptly shifted into the homes.

The same technological resources that provide real-time communication and the sharing of diverse materials and information, whether by written or audiovisual means, represent, simultaneously, a facilitator of the teaching activity, allied to the teacher in times of social distancing. On the other hand, a form of suppression of his time, even consuming the hours he enjoyed carefree and unrelated to his work.

The limits of work and private life are confused in the scope of remote work, behold, the personal and professional universes were brought together in the same home environment, where the individual enjoys his freedom and privacy.

On the evils of the use of technology in the home environment, Almeida exemplifies "[...] We're at home, in leisure time, and almost without realizing it, we stop what we're doing to fix reports, respond to emails, or troubleshoot work issues." (ALMEIDA, 2014, p. 46).

It is observed, therefore, that remote activity tends to provide a significant increase in the workload of teachers, either due to the rhythm employed by the worker or even due to the time actually spent with work activities at home, during remote teaching due to social distancing measures due to the pandemic.

Thus, in remote work, the line between rest and work is thin, since the activities are developed in the home environment. In addition, the so-called flexibility in the working day often encamps by printing greater intensity of work, or even lengthening of working hours.

Still, the connectivity of the teacher with his students, through the virtual environment, either by the platforms destined to the inclusion of tasks and contents, or by communication applications, was constant, so that the adequate enjoyment of the periods destined to the rest, many times, can be impaired.

This scenario, added to the loneliness and uncertainty of social distancing, is capable of imposing on the worker exaggerated weariness. Quickly, lead him to exhaustion, also hindering his quality of life and the possibility/willingness to enjoy particular moments, in the family or social, or simply, to devote free time to leisure or any other purpose unrelated to work.

Still, the discussion in fire gains more complex contours when associated with female labor, usually performed in double shifts and culminating in the extension of work periods and shortening of rest times, overloading and restricting the realization of women as human beings in all its dimensions.

This panorama stems from the sexual division of labor as a historical product of relationships built and deconstructed in daily life, successively, in which the work destined to women, predominantly in unpaid and care activities, evidences the unequal education between men and women.

It should also be considered that domestic work is essential for life in society, since it is it that provides its functioning and reproduction. It is a form of work that has existed since the beginning of time, even resisting egalitarian revolutions. (PERROT, 2007, p. 114 - 115).

It is also undeniable that domestic work remains linked to the female figure, while its relevance is linked to the value of the family itself and the administration of daily life. As Perrot (2007, p. 114) describes, such work is fundamental in women's lives "and a weight on their shoulders, because it is their responsibility. And a weight also in their identity [...]. The domestic character marks all women's work: the woman is always a housewife."

Thus, when attempting a professional career, women begin to accumulate external work, most of the time, in precarious functions, remunerated with reduced wages and with no prospect of career advancement, with the domestic work that is assigned to them, the result of the unequal distribution of domestic tasks between men and women.

This accumulation of care tasks, in the home environment, usually supported by women, with the exercise of an external professional practice, causes the performance in total working hours much higher than that undertaken by male workers, as a rule.

As has been shown, women's work, in its broad conception, has always existed, even though the trades performed by them have not always been of notorious recognition, however, paid labor represented an obstacle for them to continue to perform the functions considered natural:

Varied conditionings and needs have led women to assume various "productive functions", habitually embracing the existing possibilities, occupying gaps in the world of work or taking for themselves positions and placements previously vetoed or inaccessible. In this process, they were more easily incorporated into the labor market when they assumed occupations for which they were considered skilled or vocational (spinning, weaving, sewing, caring, serving) and faced greater difficulties when it was necessary to overcome the existing prejudices, especially in the more conservative sectors, considered as traditionally masculine. (KILLS; BORELLI, 2012, p. 127).

In the scope of teaching, it is observed that the female preponderance is "[...] linked to the establishment of characteristics of the female gender for the profession, in articulated processes, however, not necessarily automatic and simultaneous", which lead to the perception of the school as an extension of the private family space. (YANNOULAS, 2013, p. 44)

Nowadays, the feminization of teaching work is consolidated, and in the current circumstances that have forced teachers to transfer their work activity to the interior of their homes, gender inequalities and discrimination are latent, to the extent that one of the greatest mishaps faced by workers is in the use of time for domestic and unpaid work.

Historically, all those that involve domestic care, with children and elderly or sick family members are considered feminine functions. The accumulation of paid and unpaid working time _ in the domiciliary context causes women an overload in relation to men, thus accentuating gender inequality in the labor market:

From the research carried out it was possible to conclude that the work overload produced by the attribution of domestic work to women, reinforced by the social representations of gender, directly influences the conditions of insertion and permanence of women in the labor market (ability to participate in the labor market, to occupy better jobs), constituting the material basis of a set of inequalities in the labor market that resist disappearing. (SAINTS, 2019, p. 177).

This disparity in the distribution of domestic and family care tasks requires women to activate themselves in long working hours, causing them to occupy and assign their time to paid and/or homework, in proportions much higher than the periods spent by male workers.

The discussion about the occupation of time in work activities is relevant from several angles. Behold, Leite (2015, p. 444) observes that "the reasons for the limitation of the working day are biological, social, economic, religious and family. The exhausting days were, during the nineteenth century, one of the main causes of revolutionary workers' movements."

In this context, Süssekind (1996, p. 774) asserts that one of the reasons for the "limitation of working time" is "of a biological nature, since it aims to combat the psychophysiological problems arising from fatigue and excessive rationalization of the service." Thus, the imposition of reasonable limits on the duration of working hours is essential for the preservation of the health and quality of life of the worker.

Still, in research on the inequalities between men and women in the use of time, with regard to work and family responsibilities, Santos (2019, p. 165) assessed that there is, in fact, a work overload attributed to women and that this stems from their "[...] the need to reconcile the work that is done for the family and the work that is done for the market."

Therefore, considering the significant transformations arising from the insertion of women in the labor market, especially in teaching, it is also necessary to take into account, for the measurement of the effects of remote work in the scope of teaching activity, gender inequalities with regard to the sexual division of labor.⁵

Notably, remote teaching during the pandemic caused by the novel coronavirus prevented the full exercise of the right to disconnection by teachers, since, as demonstrated, there is evidence that such a type of work hinders the complete disconnection of the worker from his work activities, in addition to reducing the time allocated to rest.

Still, even during the periods destined to rest, the teacher finds it difficult to detach himself from work, since the demands resulting from it are sent to him in real time, on any day of the week or time, and it is often not possible to separate the moments destined to family and social life, or to rest, from those destined to work.

It is pointed out that, for women, remote work as a teacher becomes even more costly, since they are still mostly concerned with the care of children, the elderly, or other members of the family group that require attention, in addition to being responsible for domestic work within their homes.

⁵According to HIRATA, the concept of sexual division of labor "is, on the one hand, a sociographic meaning: the differential distribution of men and women in the labor market, in the trades and professions, and the variations in time and space of this distribution are studied; and it analyzes how it is associated with the unequal division of domestic labor between the sexes." (HIRATA; KERGOAT, 2007)

Therefore, the remote work required of teachers during the pandemic is a situation that has triggered several and profound changes in their way of working, and also in their professional life, by subtracting part of their privacy, individuality and free time, at their full disposal, disconnected from their work environment.

Thus, in the scenario of the present research, it is evident the violation of the right to disconnection embodied in the difficulty of the teacher to disconnect from his functions, even when he should enjoy his rest breaks or weekly days off, or, simply, his periods of non-work, completely free of any pressure, demand or charge arising from his work activity.

6 THE EXISTENTIAL DAMAGE IN THE CONTEXT OF REMOTE WORK OF HIGH SCHOOL TEACHERS IN THE STATE OF PARANÁ

From the data obtained from the answers to the questionnaires fired, it is extracted that several mishaps have haunted the activity of the high school teacher of Ponta Grossa and region, due to the abrupt change from the face-to-face regime to the distance model.

It is worth noting, at this point, the slowness of the vaccination process against COVID-19 aimed at the category of education professionals in the state of Paraná. Lo and behold, despite growing pressure for the full resumption of in-person classes, the distribution of vaccines intended for such workers began only on 5/10/2021. Immunization is staggered by age, starting in the range between 55 and 59 years, according to the data on the official website, www.saude.pr.gov.br/.

In addition to the feelings of fear, uncertainty and suffering unleashed on all citizens as a result of the pandemic that has dragged on for more than a year, the category of teachers still has to deal with the difficulties to perform their duties.

Now, one of the first and most relevant milestones that characterize the existential damage to which these professionals are subjected, is the accumulation of work, and, consequently, the lengthening of the working day, shortening of rest periods and the need to work, also, on weekends and holidays.

It is observed, from the answers obtained, that a very significant portion of the responding teachers have failed to adequately enjoy their rest breaks and also the days intended for rest, because they are daily connected to their work activities.

The connection with the work environment is continuous, after all, the technological resources used for leisure (cell phones and computers) and social networks for private communication, are the same employed in the scope of labor activity. From this scenario, it is extracted that there is difficulty for the professional to disconnect from work, even on days and times that are not intended for work. And such a situation triggers damage to all segments of the teacher's private life. Family and social

relationships are impaired, either by the lack of time spent on their behalf, or even by the lack of energy and willingness of the individual to simply devote himself to his circle of private contacts.

The projects, activities and particular customs were also, by many of the teachers, abandoned, as a consequence of the change in the way of exercising the work. Such resignations of these professionals can already be felt by some of the respondents who highlighted the damage to their physical and mental health.

It is also observed that several feelings were mentioned, such as: anguish, frustration, anxiety, loneliness, irritation, feeling of incapacity, among others, which are common to most professionals and which demonstrate their dissatisfaction with the current scenario.

Still, the varied pressures and demands for the work to be performed, despite the difficulties, lack of support from hierarchical superiors and adequate physical facilities and equipment, was a cause of great concern and even frustration with the quality of the service provided.

The fact is: the teachers who make up the researched public were exhausted with the work, in the way it had been performed, and found themselves hampered by the time and disposition that they previously freely dedicated to their private activities, a fact that has been detrimental to them on many levels, such as family, personal and social.

It is also observed from the answers obtained that the responding educators point out greater difficulties, due to accumulating, also, functions of care with children or other dependents, as well as that those respondents of more advanced age deduce greater difficulties to master the technological resources employed.

From these findings, it is extracted that the exercise of work, in these conditions, is capable of triggering, depending on the personal conditions, whether physical, mental or material, of each professional, the existential damage by violating the right to disconnection.

This is mainly due to the tightening of working time, which occupies practically all the time available to the professional, who, even when he is not dedicating himself to work, remains connected to the activity through communication applications and electronic equipment that he uses, simultaneously, for work and to communicate in the private sphere.

In addition, the obligation to reconfigure and reorganize their professional activity in a short period of time, without the necessary qualification and support from their superiors, is to be highlighted as a factor that potentiated the difficulties inherent to the exercise of the profession.

In this context, the existential damage emerged as a result of this new configuration of teaching work during the suspension of face-to-face classes and its replacement by the remote model, as a result of the COVID-19 pandemic, given the numerous difficulties that resulted from the resignification of teaching work in the current scenario.

7 THE REPARABILITY OF EXISTENTIAL DAMAGE WITHIN THE SCOPE OF THE JUDICIARY OF PARANAENSE

Although there are well-founded indications of the occurrence of existential damage by the violation of the right to disconnection, during the remote work of teachers of the state school system of the State of Paraná, the possibility of pecuniary reparation of such damage demands individualized analysis that could only take place in the midst of a judicial process, guaranteeing the litigating parties the right to the adversarial and the ample defense.

It happens that the dominant jurisprudence of the Regional Labor Court of the State of Paraná, as well as that of the Superior Labor Court, has established its understanding in the sense that the recognition of the indemnifiable existential damage requires effective demonstration that the working conditions, to which the worker was subjected, were capable of compromising his life project or of harming his social relations.

Thus, although there are elements that indicate the possible occurrence of existential damage, its finding before the Judiciary, for reparation purposes, is not automatically presumed by the mere finding of the precariousness of working conditions, but demands proof that, from such a scenario, the rupture of their social relations or the frustration of their life project came to the worker.

In practice, when postulating compensation for existential damage, it is incumbent on the worker to prove specifically that this damage, in fact, has come to him, in a way that results in offense in the personal, social or family sphere. Such proof, therefore, can only be ascertained in the concrete case.

In this sense, the Superior Labor Court (BRASIL, 2018) has also positioned itself in several judgments:

[...] It should be noted, as appropriate, that the provision of overtime, by itself, does not constitute an unlawful act committed by the employer to give rise to the conviction in existential damages. Only the contumacious non-compliance with labor legislation, such as the excess of overtime work beyond the legal limit, which configures the exploitation of labor, therefore, an unlawful act, together with the proof of the damage to their personal development and social relations, represents an affront to the fundamental rights of the worker, which characterizes the effective existential damage. [...]

It happens that the production of such proof proves to be complex, notably because the existential damage presents subjective contours, difficult to measure, because it is linked to intrinsic feelings of the human being, which cannot be measured or verified objectively.

Regarding the characterization of existential damage, Boucinhas Filho and Alvarenga (2013, p. 33) state that "[...] Any unjust fact that frustrates this destiny, preventing its full realization and forcing the person to resign himself to his future, must be considered an existential harm." Such a

statement, however, must be weighed in the light of the body of evidence produced in the present case. The mere assumption that the alleged fact is unjust is not sufficient to support the claim for relief.

From what was measured with the present research, it cannot be denied that there are various indications of the occurrence of existential damage during the remote work of the teachers surveyed, as a result of the violation of the right to disconnection. These elements, however, do not allow us to conclude that there is, in fact, grounds for any claim for compensation of the injured parties.

It is observed, therefore, that the measurement of existential damage amenable to pecuniary reparation requires the submission of the controversy to the Judiciary which, within the scope of the judicial process and from the evidence produced by the parties, in the specific case, will resolve, by means of a reasoned decision, the occurrence or not of the damage and the (im) origin of the indemnification claim.

8 CONCLUSIONS

It is extracted, therefore, from the data obtained through the questionnaires applied, that there is evident dissatisfaction of the responding teachers with the working conditions during the period in which the social distancing measures were in force, due to the COVID-19 pandemic, especially with remote classes.

Among the main complaints verified are the lack of adherence and interest of the students and the damage to the quality of life and social and family relationships. It should also be noted that practically all the respondents showed that they had not received the appropriate qualification for work in such conditions.

The absence or deficiency of material conditions for work is also a factor that caused concern to these professionals, especially the lack of adequate equipment, since the educators used their own resources, often shared with other members of the family group.

Other mishaps also befell these professionals during remote work, such as the absence of a private environment for work, performed from inside the homes and, for most of them, from the collective spaces of the house. In addition, many of the professionals also had to dedicate themselves to the care of children or other dependents under their responsibility, in the same space and time in which they had to dedicate themselves to work.

These difficulties also reflected in the mood of the educators surveyed. Most of the answers pointed to the existence of varied difficulties in the current way of working, emphasizing that this format has caused them several feelings, such as: fatigue, irritation, loneliness, anxiety, among others.

In addition, all the answers obtained indicated that there was an increase in working time, compared to the hours worked in face-to-face teaching and the vast majority of them claim to have worked or thought about work on weekends, holidays, and during periods intended for rest.

In addition, most of the answers indicated that there was a significant worsening/worsening in the quality of their family and social relationships, and in their involvement with private projects and activities, which demonstrates that remote work had significant effects on the private lives of these workers.

Thus, the present research demonstrated that, at least in relation to those surveyed, the remote work of teachers from the state school system of Ponta Grossa and region attracted several difficulties and subjected professionals to various undesirable circumstances.

In this context, it can be stated that, for many educators, there is evident damage to the life project and to the quality of family and social relations, as well as embarrassments to the exercise of activities inherent to the private life of these professionals.

This is because, considering the concept and the elements that characterize the existential damage, it can be observed that there are strong indications that teachers have not been able to adequately enjoy their right to disconnection, since they remain connected to work, even during the periods that are intended for rest, either to prepare classes, respond to students, parents and coordinators.

In addition, the charge for productivity and the need for rapid adaptation is a cause of anguish and frustration. Subjecting the professional to continuous dissatisfaction with the work and with himself, mainly because they were not given the necessary and adequate qualification for this new reality.

The existential damage, in this scenario, emerges from the damage to the full exercise of the individuality of the professional, with regard to their family and social relations, and also to the ability to self-determine and to apply themselves to personal projects of any nature.

It is observed, therefore, that, from the data obtained, at least in relation to the professionals who responded to the survey, there is an effective prejudice to the right to disconnection. A situation that, depending on the circumstances, may cause them existential damage.

It cannot be forgotten, however, the indispensability of the remote work of the teacher, in the context of the pandemic of the new coronavirus, behold, given the nature of the service provided, the complete closure of educational institutions, in the current scenario, proves to be absolutely unfeasible.

In any case, remote learning has allowed school activities to continue, even amid the necessary social distancing measures. The working conditions reported by the educators, however, alert to the

need to implement policies capable of offering improvements to such professionals in the exercise of their functions.

It is observed that there was not enough support from public agencies both for the training of teachers, as for the proper material support, in the sense of offering materials, equipment and adequate resources for the exercise of the teaching activity, remotely.

In addition, the delay in the beginning of the vaccination of this category of professionals, hindered the resumption of face-to-face classes with the desirable safety, subjecting them to a scenario of insecurity and fear, given the high rates of contamination that still resist.

In this context, any configuration of existential damage, by violation of the right to disconnection, for reparation purposes, will depend on effective proof before the Judiciary. Analysis that would only be done individually and depending on the factual circumstances that permeate the private relationship that is established between the worker and his employer.

However, the data obtained certainly allow, at least, to ignite a reflection on the circumstances to which these professionals have been subjected, especially on the immaterial damages that work, in such conditions, may cause them.

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