Emotional health: A study with school managers in Santa Catarina

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ABSTRACT

This study aims to analyze the situations and demands experienced by school managers of public schools, who work in the Regional Coordination of Tubarão (CRE) of Santa Catarina (SC), in order to contribute to the improvement of their emotional health. Seeking to identify the responsibilities of the role and its importance for improving the quality of school education in their community. This is an applied research, with an exploratory approach, through bibliographic and documentary survey, with semi-structured interviews conducted with managers of the CRE of Tubarão/SC. In view of the information gathered by this research, it was possible to understand that the school manager assumes a significant role in the school context and that his performance has a considerable impact on the improvement, or not, of the teaching offered, as well as on the promotion of student learning and in all aspects of its development and in the formation of an educational environment favorable to teaching. The discussions presented demonstrate the complexity of the aspects that involve the administration of educational spaces in a democratic and participatory way. It is concluded that the managers participating in this study, even in the face of the challenges of their attributions and responsibilities placed in the role of school manager, do not measure efforts to carry out a work of excellence, which takes place through the constant search for improvement in the teaching offered and in the interaction with the entire school community with the objective of improving education. It was concluded that, necessarily, the function requires managers to be able to deal with pressure, strategic knowledge, and conflict resolution, but it is understood that the lack of professional support affects their emotional health and personal life. This study is extremely relevant, because an unmotivated manager will hardly be able to motivate his team. And actions should be thought of by the coordination in order to minimize the manager's work overload for a better quality in the educational process.

Keywords: School Management, Public School, Emotional Health.

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INTRODUCTION

The present work is interested in contextualizing the emotional health of school managers, a topic that has been little studied, but with great importance for school management professionals, especially in public schools, due to the most varied demands of the school environment. Managers need to verbalize their anxieties and concerns about the function, understanding the challenges that arise on a daily basis.

The interest in the theme of this study was due to issues experienced in the management practice of a public school. The author of this work has been working as a physical education teacher since 2007, at the Department of Education of the State of Santa Catarina (SED/SC), having become effective in the position in 2014, working at the João Teixeira Nunes Basic School - Tubarão (SC). In 2019, noticing many unmet desires of the school community in relation to democratic school management, and having an election process in that year, the author ran for the position and was appointed to be in charge of school management in 2020/2023.

However, in 2020 with the pandemic, it became an even greater challenge to occupy the position of "manager". The changes in educational service and guidance to parents and teachers online have brought a big difference in the manager's professional and personal growth. This period brought a certainty that any adversity ahead of school management can be overcome and each new challenge and decision to be made must be carried out with caution and wisdom.

Based on the experience with other managers, the exchange of group experiences, reflections and discussions in the face of bureaucratic demands and the daily demands of schools, a scenario of demotivation and emotional problems that can develop psychosocial diseases can be perceived, leading some professionals to take medication for anxiety and depression. Because, in addition to reconciling administrative and pedagogical practices, there are still health standards, social distancing and online and face-to-face classes resulting from the COVID-19 pandemic.

As stated by Silva (2021), the reality imposed on the organization of the school, in the period of the pandemic, requires new perspectives on the experience of school management, especially in the way pedagogical, administrative, financial and relational proposals are conducted.

Thinking rationally, the school manager, most of the time, is a teacher who has changed functions, and, when he takes office, he lives without knowing how to do, how to act in daily challenges. It is in practice that one really learns to be a manager, improving oneself and developing necessary skills, which the manager was not aware of before taking the position. This daily routine constantly affects the emotional health of the people who are in it.

It is understood that, in the exercise of his main function, the manager fulfills the function of mediating conflict situations in the school community, which leads to an emotional overload, which can lead to health problems. According to James (2015), emotional health is being able to

intentionally cultivate positive emotions, use personal strengths, know how to solve problems, develop habits to breathe correctly and, above all, recognize emotions in oneself and also in others. In short, emotional health is essential for the development of life, and those who work with education know that they need to have emotional health to deal with all the difficulties faced.

In view of the context presented, the research problem arises: how do school experiences and complexities affect the emotional health of managers who work in state schools in Santa Catarina (SC) in the Regional Education Coordination (CRE) of Tubarão? To answer this problem, the objective of this research is to analyze the situations and demands experienced by school managers who work in the CRE of Tubarão, in order to contribute to the improvement of their emotional health.

This work is justified due to the few studies found so far that analyze emotional health from the perspective of school managers, since "most research focuses on teachers" (MAZON, 2012, p.39). In this sense, it is necessary to research and debate this theme, as a way to broaden the discussions in relation to school management /education/emotional health.

THEORETICAL FRAMEWORK
DEFINITIONS OF DEMOCRATIC SCHOOL MANAGEMENT

To define school management, we resorted to the concept pointed out by Luck (2017), who states that school management is a process of mobilizing the competence and energy of collectively organized people so that, through their active and competent participation, that is, the associated and cooperative work of people in the analysis of situations in decision-making.

Still citing Luck (2017), the author conceptualizes management as part of the assumption that the success of a social organization depends in part on the mobilization of the constructive and joint action of its components, through the associated work, through reciprocity that creates a "whole" guided by the collective will. It is a fundamental condition for the complexity and importance of your goals and processes.

Also according to Luck (2017), like any organization, it is necessary to have management so that the objectives are achieved. In the educational field, school management is a pertinent subject for all those involved in the educational process.

Menezes (2018) states that management is a process, by which the organization is managed, and by which decisions are made considering the existing variables, such as environment and available resources. In this context, the term school management emerges, replacing the term school administration. Management means technique, hierarchy, and fragmentation, both of which are based on authority and power. Libâneo (2007) declares his preference for the term school management

because it comprises a socio-critical view of management, which proposes inter-relationships and brings people together.

"Considering the intentional nature of their actions and the social interactions they establish among themselves and with the socio-political context, in democratic forms of decision-making" (LIBÂNEO, 2007, p. 324).

For Oliveira and Menezes (2018), the school manager, in the political aspect, exercises a certain autonomy that demands a close relationship with the community, with parents and guardians, and with organizations that work in parallel to the school.

> School management was conceived in this way, in Brazil, after the Industrial Revolution, twentieth century, it was necessary to have sufficient and qualified labor to work in the labor market, which brought a technicist model of education to the country. After this demand, it took years for the Democratic Rule of Law to become responsible for education, in order to promote a "public, free and quality education" (VASQUES, 2018, p. 63).

In view of this conception, it is understood that, historically, education in Brazil has been linked to the economic model, seeking to conceive an education based on the needs of the market. Luck (2009) states that it was only at the end of the twentieth century, around the 1980s, that the term school manager emerged in the educational field to replace and surpass the term school administration.

Libâneo (2001) reveals that, due to the social and ideological advances in the country, school management, which had a conception with a scientific-rational focus, received another critical approach, driven by socio-political motives. In the first approach, the school organization is objective, neutral and rational, and can be organized and planned in order to achieve high levels in performance evaluations, being the most common model in the country. However, the second approach, of a critical nature, envisions the school as a living system, which brings people together, and the interactions as well as the social and political contexts of the nation are pertinent and important, which are the ones that make democratic management possible.

> Management consists of the involvement of all those who are directly or indirectly part of the educational process in the establishment of objectives, problem solving, decision-making, proposal of action plans, implementation, monitoring and evaluation aiming at the best results of the educational process (LUCK, 2005, p. 23).

According to Luck (2017), this participation gives people the opportunity to control their own work, assume authorship over it and feel responsible for its results, therefore, building and conquering their autonomy. That is why competent participation is the way to build autonomy. At the same time, they feel that they are an organic part of a reality and not just a complement to it, or a simple instrument to achieve institutional objectives determined by others.

According to Oliveira (2009), what is observed is that the management of the school and the work of the manager have become complex, incorporating new pedagogical practices and new management models. The consequence of this incorporation process is the expansion of the school manager's attributions, through the increase of the demands and responsibilities assumed by the school.

Regarding the expansion of the manager's attributions, Luck (2011) states that he has assumed an increasingly complex role due to some factors, since he has been assuming responsibilities that belonged to the family and society. The sum of functions, adverse situations exist and require a resolution or intervention by the manager, which ends up overloading him, thus contributing to the process of increased stress, and consequently the illness.

It is understood that the concept of health cannot be considered only the biological conception, according to Moreira and Rodrigues (2018), health can be considered by the influence of the environment, which permeates the work environment of a manager. That in the face of the current challenges of a pandemic, it has become very evident how stressful this role can be.

According to Shaw (2020), covid-19 caused several physical, mental, social, and economic losses. Bringing this reality to the educational environment in which professionals have become more vulnerable to mental illness, whether through news of morbidity and mortality of colleagues, family members, pressures from educational institutions, having to adapt to the use of technologies to continue classes, in addition to their personal life that attributes their relationships, children, domestic activities and other responsibilities that are provided to them.

Therefore, it is undeniable that the role of manager is an activity full of challenges and responsibilities and can often cause damage to emotional health. According to Moreira and Rodrigues (2018), in the work environment it is possible to develop some disorders and diseases, management is inserted in this context, the coexistence with other employees, and in addition to the constant pressures to develop work effectively in the educational environment.

Luck (2017) states that many managers have difficulties in meeting all the demand attributed to the position, because in addition to the responsibility to meet deadlines for documentation and determinations coming from the Department of Education and the Education Coordination, there is the daily wear and tear of having to solve structural problems of the school.

It is understood that, most of the time, these are pre-existing problems that have already been discussed in other instances of the school and, consequently, have not been solved, thus requiring the intervention of the manager. Theoretically, the manager is the one who solves or forwards the most complex situations to other instances. The lack of support professionals such as guidance counselors, supervisors, among other professionals, causes the school manager to have an overload of work far beyond what he can attend.

According to Luck (2017), despite the bureaucratic overload and the staff gap, the school manager must provide a pleasant work environment, analyze and identify the difficulties of teachers in the classroom and outside it, take into account the suggestions and opinions of teachers, ensure quality education, a pleasant work environment, motivated teachers, creating a sense of team, which as a consequence, brings the relationship between the manager and the teachers closer, which facilitates the progress of the teaching-learning and school administrative process.

THE EMOTIONAL HEALTH OF EDUCATION PROFESSIONALS

According to Gatti (2016), education is an event that comprises individuals in unequal sections of knowledge that together propose to share their knowledge for a common good. The school context presents characteristics of a managerial environment of one or more individuals, committing itself to directing the theoretical and practical construction on the cognitive, social, moral and affective aspects.

In this sense, it is understood that education is an instrument for human development, and according to the principle of the Federal Constitution of 1988, in article 205, it points out that "education, a right of all and a duty of the State and the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, his preparation for the exercise of citizenship and professional qualification" (BRASIL, 1988, p. 323), this fact represented a major milestone for the democratization of education in Brazil.

Gouvêa (2016) states that this process of school democratization has led to contemporary reflections on the working conditions faced by education professionals, since, despite the immeasurable benefits pertaining to universalization, its reproduction has impacted and continues to impact the workforce of education professionals, making illness due to working conditions increasingly common.

The health of education professionals has been the subject of several discussions, Gouvêa (2016) reports that, in addition to being frequently compromised by occupational activities, it is influenced by the educational structure and its quality, which means that between the health of professionals and the quality of education there is a mirror that reflects the benefits and impasses of a mutual and inseparable relationship.

According to Scliar (2007), the understanding of health has changed numerous times over time. It differs according to culture and customs in different peoples. In the past, to reflect on health was only to consider the physical aspect of the individual. Over the centuries, the contributions of numerous fields of knowledge, such as philosophy, sociology, and anthropology, have brought a new view to the subject.

Almeida Filho (2011) states that health should be understood by contemplating all aspects of the subjects' lives: physical, emotional, spiritual and social. The school is a very complex place, as there are individuals from different realities and cultures, whose dynamics show numerous challenges for managers.

> When discussing emotional health in teachers, we seek to understand the practice of school managers. School management is one of the areas of professional activity in education aimed at planning, organizing, leading, guiding, mediating, coordinating, monitoring and evaluating the processes necessary for the effectiveness of educational actions aimed at promoting student learning and training (LUCK, 2009, p. 23).

"The professional practice focused on education has exhibited a lag in the working conditions, due to the overload of responsibilities, resulting in greater pressure and over-effort of the activities" (GASPARINI; BARRETO; ASUNÇÃO, 2005, p. 45).

However, as stated by Silva and Guillo (2015), the health conditions of these professionals are compromised due to the intense and extensive work routine, triggering emotional and physical exhaustion, directly interfering with their quality of life. Inadequate and inconsistent working conditions are potential determinants of the reality experienced by education professionals.

In the research by Silva and Guillo (2015), the authors state that several problems were observed that interfere with the quality of life of teachers, the most common being: stress, psychological emotional diseases (panic attack, anguish, depression and nervousness), voice impairment, musculoskeletal disorders (back back pain, pain in lower and upper limbs), psychosomatic disorders, gastrointestinal disorders, migraine and cardiovascular disorders.

However, as stated by Silva and Nakano (2011), human personality traits are used to summarize and explain the conduct of an individual, suggesting the occurrence of a certain behavior, indicating that an internal process indicates this behavior.

From this perspective, the authors cited above warn that behavior is the essential condition for a person to be considered fit and perform their activities well. To this end, it is understood that studies in the area take place to offer support to these professionals, such as *Soft Skills*.

Soft Skills were defined by the World Health Organization (2018) as competencies that belong to the personality and professional behavior of each individual. They are mental, social and emotional aptitudes, particular skills and are improved according to the culture, experience and education of each person.

They are related to the form of social interaction and how the person expresses himself and reacts to the phases of his life. From this perspective, *Soft Skills* can be understood as socio-emotional skills, which according to the World Bank (2018) are "life" skills, necessary for a good conduct of existence and applies to a range of disciplines learned throughout life, including in the family environment, at school or at work.

The concept of *Soft Skills* is a new definition for the organizational environment, however, Andrade (2016) suggests that it is the set of behaviors originating from personality traits, stimulated or not according to the context of each individual and the stimuli he receives, considering, in addition, professional training. A person's education is linked to the stimuli of the organizational environment, influencing their personality traits and set of behaviors.

Andrade (2016) defines *Soft Skills* as a set of skills that encompass characteristics of communication, interpersonal, leadership, and problem-solving skills. These are some skills and talents that a person can use in their work, however, there are several other competencies that are associated with *Soft Skills*. These soft skills act in addition to *hard skills*, which are technical skills required for the job.

Still, Campos (2016) in his study describes the observation of a recruitment and selection (R&S) process in a particular specialized company, and states that in the second stage of the process, when interviewing a candidate, the company analyzes the academic background, professional path and social and technical competencies - *soft skills* and *hard skills*.

Soft Skills are associated with capacities and abilities that can be improved, because "although characteristics such as communication and interpersonal relationship skills constitute the individual's character, that is, natural characteristics for man, they can still be improved through personal development" (COSTA, 2015, p. 14). Transversal competencies can be improved throughout the professional career and shaped by the organizational context, stimulating the rate of success and recognition.

METHODOLOGY

It is an applied research, having as a way of approaching the problem the exploratory research, which seeks to provide a focus on the problem through the collection of information or the constitution of hypotheses, involving bibliographic and documentary survey, interviews with people, analysis of examples and others.

According to Gil (2008), bibliographic research is elaborated from the analysis and interpretation of the content of materials such as books, journal articles and Internet texts, leading the researcher to seek ideas relevant to the study, with a reliable record of sources.

According to Marconi and Lakatos (2003), it is a method used in social investigation in order to obtain information about a given subject for data collection or to help in the diagnosis or treatment of a social problem.

In the case of this study, semi-structured interviews were conducted, conducted via whatsapp application during the month of June 2022. The WhatsApp app has several features that make communication easier. According to Vieira de Lima et al. (2018), the ability to think, construct and

articulate opinions may not be so easy for everyone, participants in face-to-face interviews may have difficulties expressing in words what they feel. Therefore, being under the protection of the application helps you to respond by not seeing yourself in the presence of another person, by being able to remain calmly accommodated, in a place of your choice, recording your answers in audio and even using other resources that complement or replace verbal expressions, such as emojis, without having to explain what they mean.

The interview script was composed of 15 semi-open questions (available in the appendix of this article), the questions were elaborated based on questions pertinent to the daily life of a school manager, reflecting on all aspects related to the function. All of them were interviewed online, with previous contact where the purpose of the interview was exposed, making it clear that they would not be identified in the research. It is important to note that there was no face-to-face interview. The conversations lasted an average of 25 minutes per interviewee, the interviewee was free to choose the interview period, and the managers were identified as interviewees, 1, 2, 3, 4 and 5. The coordination is responsible for the management of 39 schools, totaling around 12.8% of the school managers interviewed.

For Manzini (1990), the semi-structured interview is focused on a subject on which a script is prepared with main questions, complemented by other issues inherent to the momentary circumstances of the interview. For the author, this type of interview can make information emerge more freely and the answers are not conditioned to a standardization of alternatives. A similar point, for both authors, refers to the need for basic and main questions to achieve the objective of the research.

The data were analyzed through the transcription of the interviews and discussion with the aspects presented in the theoretical framework. Gil (2008) mentions that the interpretation of data is understood as a procedure that comes through the author's analysis, stating that the analysis and interpretation of the processes must be closely related. In addition, this author states that in qualitative research, above all, there is no way to separate the two processes, which is one reason why many research reports do not include separate subdivisions to discuss the two processes.

PRESENTATION OF RESULTS

Regarding the education of the interviewed managers, all of them have a postgraduate degree in the area of education, and one of the interviewees, in addition to a postgraduate degree in the area of education, has a postgraduate degree in business management, which according to him provided him with subsidies to solve administrative issues of the school. In addition, the managers are between 35 and 45 years old.

As for the professional profile of the interviewees, all of them have been in the management position for more than three years. When asked about the requirements to run for the position of school manager at the Santa Catarina State Department of Education, the managers answered that it is necessary: to be effective, not to be in a probationary period and to present a management plan for the school community.

When asked about the specific preparation, or training, for the position after the election, the interviewees report having received a short course on the bureaucratic procedure and aspects related to pedagogical procedures, emphasizing that it is important to focus on emotional health in training.

> The initial training did not exceed the expectations of the practice of school management, where many subjects were not related, such as issues pertinent to the emotional (INTERVIEWEE 1).

Interviewees 2, 3 and 5 corroborated the statement of interviewee 1 that the initial training of managers left something to be desired by not dealing with daily and important issues, from the manager's point of view. They realized that the issues dealt with were related to the bureaucracy of the Department of Education. However, interviewee 4 revealed that in his first year as *a protempore manager*, he received "training" from the previous manager on all the work relevant to the function, which, according to him, was essential and became a differential for the exercise of the function (INTERVIEWEE 4).

In this way, the interviewee states that he felt safer when making decisions. It is noteworthy that there is no training or training course in the training agenda, on the part of the SED and, consequently, by the Regional Coordination, regarding aspects related to the function, such as administrative and pedagogical routine, interpersonal relationships. In this sense, all the managers interviewed emphasize that it is very important that there were changes, in this way, it would greatly facilitate their performance. As for interpersonal relationships and emotional health, nothing was mentioned in the training course and so far nothing has been offered.

When asked about the main challenges and difficulties that affect the emotional health of the school manager, it is noted:

> The biggest challenge I faced is the pedagogical team. In my view, when the manager has support and a team engaged with the pedagogical proposal, the work follows a satisfactory fluency. One of the biggest problems faced refers to the constant demand for teachers' assignments, such as punctuality, filling out the diaries in the *online teacher application*, this situation ends up wearing out the teacher-manager relationship, because teachers often do not accept charges, leaving the manager with the view of being authoritarian, compromising their autonomy in the school (INTERVIEWEE 1).

It is perceived that the relationships between colleagues can interfere in the resolution of conflicts that arise and depend on the ethical position of the manager. According to Rocha (2010), to

relate is to give and receive at the same time, it is to open oneself to the new, it is to accept and make oneself accepted, to seek to be understood and to understand the other. Acceptance begins with the ability to listen to the other, put yourself in their shoes, and be prepared to accept the other in your environment.

> Interpersonal relationships strengthen not only the performance of the professional, but also bring up good expectations for teams to achieve objectives and exceed goals that add value to the business, since the best relationship is not the one that unites perfect people, but the one in which each one accepts the defects of the other and achieves forgiveness for their own defects (GOMES, 2010, p. 45).

It is understood that interpersonal relationships at work are important because they contribute to a good environment in different institutions, which can result in increases in production and this result is only achieved when people know themselves and, therefore, are able to put themselves in the shoes of teammates while expressing their opinions.

According to Libâneo (2008), in order for the work to be successful in its operation, the members of the school need to learn certain skills, such as: communication and oral expression skills, teamwork skills, argumentation power, creativity in solving existing problems.

> My biggest challenge refers to the participation of parents in their children's school life, as well as the acceptance by parents of their children's problems with indiscipline, because it is a community with social vulnerability, several aspects interfere in this relationship between school and family. Therefore, the absence of the family in the care of their own children increases the school's workload (INTERVIEWEE 2).

"The benefits of a good integration between the family and the school are related to possible evolutionary transformations in the cognitive, affective, social and personality levels of the students" (POLONIA; DESSE, 2005, p. 305).

 Cury (2008) states that the manager is responsible for involving families so that they become interested in their children's performance and results. And, at the same time, it has to establish a link with other realities of that community: the Guardianship Council, NGOs, etc. School management incorporated the triple division with the 1988 Constitution, which determined that public schools must be managed in a democratic way.

The school, by forming citizens, has not only the objective of the systematic transmission of contents, but also the participation of diversity, sought mainly through the participation of the family and community.

 "Without transformation in people's practices, there is no society that transforms itself in a consistent and lasting way" (PARO, 2004, p. 19).

> My biggest challenge refers to the emotional balance of the management team in resolving conflicts, especially related to customer service. I understand that many times conflicts are not resolved due to the lack of training in conflict resolution, many parents arrive at school

excited, and thus, the manager needs to first calm him down, and then expose the situation or listen to the report of the parent or guardian (INTERVIEWEE 3).

Berg (2012) states that conflict in current times is inevitable and always evident. However, understanding it, and knowing how to deal with it, is critical to your personal and professional success. Conflicts exist and are part of any work environment, because people think differently from each other, but it will depend on how the manager mediates this conflict and what strategies are used to solve it, learning to deal with it, all conflicts become beneficial and constructive for professional and personal growth.

It is understood that the dynamics of educational management is complex, as it is constantly dealing with people who have their own opinions, personality styles, beliefs, values and feelings. According to Libâneo (2005), the characteristics of a school manager are his form of self-evaluation, listening to those around him as a form of improvement, being willing to work collectively, being a mediator, having initiative, mastering technical, pedagogical, administrative and financial matters, being ethical, supportive, knowledgeable of reality.

> The biggest challenge is the lack of management power, I understand that the lack of autonomy in some points of management end up causing stressful moments. Many decisions need to go through the Coordination, which often makes the manager have a double job (INTERVIEWEE 4).

"The excessive workload is one of the factors that generate mental and physical exhaustion, causing damage to the health of the worker" (DEJOURS, 2006, p. 34).

As Ferreira (2011) points out, educational institutions should be constituted as autonomous units so that, together with their work teams, they can make decisions considering their priorities and reality, aiming to benefit the teaching and learning process.

> I see that my biggest challenge is the lack of support professionals in the management team such as the educational supervisor and the pedagogical advisor, with the absence of these professionals in the school, causes an extra volume of work for the manager. I understand that the school, as an institution socially constructed to carry out human formation in the different temporalities of life, it is visible that the school needs qualified professionals to offer support to students, parents, teachers. It is distressing not to be able to adequately meet the demands of the school community, due to the lack of professionals in the school (INTERVIEWEE 5).

According to Libâneo (1998), the educational advisor consists of the professional who makes up the management team, working directly with the students, helping them in their personal development in partnership with the teachers. It acts in order to understand the behavior of students, in order to act appropriately in relation to their actions. It also has the function of helping in the organization and development of the Political-Pedagogical Project with students and the community, guiding, listening and dialoguing with parents and guardians.

With the lack of support professionals for the manager, such as advisors, supervisors, among other professionals within the school, the school manager has an overload of work far beyond what he can handle. In addition, the team, as a consequence, is also overloaded, and is unable to perform tasks with excellence

According to Luck (2017), the manager's role is a person who performs a leadership role within the school, by developing and controlling certain activities, coordinating the institution's employees, so the manager needs a team to be able to support his demands.

Regarding emotional exhaustion and the strategies to cope with it, the interviewees report that they seek on their own initiative ways to try to alleviate this exhaustion a little. Three of the interviewees started using medication for anxiety, and all of them constantly sought out different physical activities to relieve tension.

The term tension refers to the "characteristics of a situation that may be problematic for the individual and that are equivalent to the demands of some kind of adaptation" (ALBRECHT, 1990, p. 51). For Arroba and James (1994), they have a complementary definition for pressure: "the set of all the demands placed on you". The pressure or source of tension can be caused by both external (environmental) and internal (intrapsychic) factors.

Rio (1995) asserts that human beings are subject to an infinity of stimuli, which come from their own body, from psychic life and from the external world. At all times, the body receives various stimuli from the most diverse means. Most of these stimuli are naturally integrated by the individual, not showing enough force to disturb their balance in a significant way. The stimuli are perceived. The individual reacts to them or simply ignores them, but does not need to have greater adaptive efforts at their disposal. However, some stimuli have higher degrees of potency and end up exerting a certain amount of pressure on the individual. Such stimuli, due to their intensity and disturbing capacity, are called "pressures" or "sources of tension".

The sources of voltage are numerous and varied. They always end up being present in everyone's life. According to Rio (1995), some are external sources and are easily recognized because they are located in the world around us. They can be made up of unresolved relationships, losses (sentimental, job, money, prestige, etc.), financial difficulties, overwork, societal expectations, prejudices, unequal treatment or too many responsibilities.

To cope with this pressure, Limongi-França and Rodrigues (2005) reveal that coping is the set of efforts that a person develops to manage or deal with external or internal demands, which are evaluated by him as excessive or above his possibilities." The coping reactions used by individuals will depend on their social, psychological, self-control and self-esteem resources" (HURREL JR; SAUTER, 2011, p.76).

There is no single coping reaction that fits all pressure situations. The larger and more varied the repertoire of strategies, the greater the chances of reducing or dodging pressures and feelings of tension. In the work environment, the greater the worker's control over his work process, the greater his possibilities of coping with stress.

When the interviewees were asked about the Coordination's support regarding psychosocial support to reduce, or solve or minimize the demands that appear in the school routine, all the interviewees were emphatic in declaring that there is no psychosocial support offered by the SED or the Coordination.

Stoner and Perrewé (2008) conducted a study in which they realized that, when healthy, the organization's internal relationship network can be favorable in the process of recovery from psychopathologies. It was also found that the social support of organizational superiors has a positive influence on established human relationships. Macik-Frey et al. (2009) conducted a study aimed at understanding the preventive methods of managing stress in successful executives. More specifically, they studied how they maintained their health and well-being under demanding and stressful conditions. It was found that important common denominators between stress management methods for these men and women were: self-confidence, secure attachments, and social supports. Thus, when there is a strong and positive bond between the members of such groups, the negative impacts of tensions and even of the stress already installed can be minimized.

Regarding the aspect of personal life, all the interviewees affirm that there was a radical change in their lives after assuming the position of manager. Starting with the vacation factor, all managers report that, since they took office, there is no vacation period being respected by the Coordination. This situation arises from demands of administrative orders in the month of January, the period of school holidays, such as the delivery of teaching materials and the cleaning of the school, which necessarily requires the presence of managers. This factor reflects on the manager's health, since they do not get a rest period.

As stated by Couto (1987), overload stress arises when the demands of the environment demand more than the individual's psychic structure is capable of supporting. It is common in contexts where responsibilities are required above the intellectual, psychological and physical competence of the individual, in permanently conflicting and tense work environments.

All of them also describe that the use of the *Whatsapp* application by the Coordination in extra hours to the school's operation is also a stressor factor, they also report that the technicians trigger duplicate work charges, considered a rework. The managers ensure that in this way the Coordination does not consider the personal side of the manager.

All were in unison in stating that the work of a manager does not end after normal school hours, the demands continue at night, at dawn, on weekends, which ends up causing conflicts in the

family. The interviewee (E1) says that this factor has made her rethink her permanence in the position several times. The interviewee (E5) draws attention to the change in routine after taking over the management, needing to wake up at 4:30 am to be able to have some time for herself, where she can calmly take a quiet shower, and have personal care that she cannot do at other times.

Work overload, according to Lipp (2005), is the most cited professional stressor in research on sources of stress and is an obstacle to dedicating more time to other environments, such as leisure and family. The same author warns that the amount of work, tasks and projects that a person can accept or even impose themselves without having the negative effects of stress will depend on two important variables: whether or not they are vulnerable to work overload; and whether or not she has adequate coping strategies to cope with stress.

"Lifestyle factors, such as physical fitness and exercise, nutrition, alcohol and smoking cessation, have the power to protect health against the effects of occupational stressors" (HURRELL JR; SAUTER, 2011, p. 54).

 It is worth noting that the interviewees have a feeling of constant vigilance in their daily lives, which reflects on their own quality of life. In this sense, with the advent of the pandemic, many changes in the structural models of schools emerged, modifying management practices, which led to a considerable increase in the manager's work, such as charging the teacher to constantly update the online teacher application , among other attributions that previously did not exist.

Finally, during the interviews, the managers suggested some actions that, in their personal view, could alleviate the pressure and stress of the function, such as: the search for greater dialogue with the managers, on the part of the coordination; they could sometimes call the manager for a pleasant and pleasant conversation; Today, conversations, meetings, and meetings are based on bills and performance; offering support from a psychosocial care professional, as a way to reduce tensions; the search on the part of the professionals of the coordination to listen to the managers in relation to the demands related to the parents, because they are always heard and then the manager is already summoned and often cannot express the truths of the facts; autonomy in matters related to the administrative sector; that the technicians of the Coordination must have consensus on the attributions and demands presented to the manager.

In view of the results, it was noticed that the attributions currently imposed on managers generate a feeling of incapacity and impotence to perform all obligations in a timely manner, directly influencing the emotional health of managers who are currently in charge of Educational Institutions.

CONCLUSION

The objective of this study was to analyze the situations and demands experienced by school managers of public schools who work in the CRE of Tubarão (SC). The information captured by this

research made it possible to understand that the school manager assumes a significant role in the school context, and that his performance has a considerable impact on the improvement, or not, of the teaching offered, on the promotion of student learning and in all aspects of their development and on the formation of an educational environment favorable to teaching.

The discussions presented demonstrate the complexity of what it is to manage educational spaces in a democratic and participatory way through the implications that are characteristic of the human being from the political, pedagogical and technical point of view, as well as the historical and cultural ones. These discussions need to be deepened in view of the complexity of the subject.

In particular, the manager of Brazilian public schools, in the midst of so many responsibilities and attributions, must necessarily go through initial and continuing education processes along with the activities they develop on the school floor. Therefore, they need to be well informed about all the dimensions to which their function encompasses, especially the pedagogical dimension, which often takes a back seat due to the bureaucratic demand of the other dimensions, which end up taking up most of their time.

It was concluded that the support of the Education Coordination is important, with regard to the demands required of the managers, who, due to the great bureaucratic procedure, end up having to dedicate much more time to the school to the detriment of family and social coexistence, and it is urgent that some measure be taken in this sense.

It should be noted that the daily life of the public school is complex, requiring an emotional balance for decision-making, which ends up demanding exclusive dedication from this professional. It can be seen that the consequences of the work of school managers are numerous, and they follow educational guidelines and policies that enable them to be able to develop their functions with social quality, in order to fulfill the objective of education.

In view of the above, it is understood that a participatory democratic management needs involvement, participation, engagement, articulation and cooperation through dialogue in a plural way and with autonomy and transparency, without losing sight of the pedagogical act of teaching and learning, which is not an easy task, and thus ends up affecting the physical, emotional and psychological health of the manager.

It is concluded that the managers participating in this study, even in the face of the challenges of their attributions and responsibilities placed in the role of school manager, do not measure efforts to carry out a work of excellence, which takes place through the constant search for improvement in the teaching offered and in the interaction with the entire school community with the objective of improving education.

It was concluded that, necessarily, the function requires managers to be able to deal with pressure, strategic knowledge, and conflict resolution, but it is understood that the lack of

professional support affects their emotional health and personal life. This study is extremely relevant, because an unmotivated manager will hardly be able to motivate his team. And actions should be thought of by the coordination in order to minimize the manager's work overload for a better quality in the educational process.

Considering that they were interesting discussions, which certainly contributed, but do not end the debates to the understanding of this way of managing educational spaces, which theoretically seems so easy to us, but in practice, on the school floor its complexity was evident, the result of what it is to deal with the human being.

It is understood that the topic should be a reason for research and debate in the academic environment, so that future managers can have better support and preparation to perform the function, and thus, enjoy a quality of work where they will have skills and abilities to manage and mediate conflicts in a more balanced and conscious way, thus improving their emotional health and consequently their personal life. To this end, this theme can be developed in future master's research, as well as a research under the view of the Regional Coordination of Education, so that there is a possible understanding of the demands and situations cited in this work.

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1. What is your full name and age?

2. What is your professional background and complementary training?

3. In the school where you work as a manager, what levels of education are offered?

4. How long have you been in this position?

5. Do you have another profession concomitantly with school management?

6. What is the prerequisite established by the Department of Education for you to assume the position of school manager?

7. Was there any initial training aimed at preparing you for the role? If so, did it exceed your expectation? In this training, was there any approach related to emotional health?

8. What is the main challenge of the school manager in your point of view?

9. What are the difficulties that arise in your daily school life that shake your emotional state?

10. Do you notice emotional exhaustion in the exercise of your function? If so, what strategies do you use to cope with the emotional toll that your role requires?

11. With regard to psychosocial support, does the Coordination offer support to reduce or solve or minimize the demands that appear in the school routine?

12. What aspects of your personal life have changed since you took on the role of school manager?

13. How do you organize your time outside of work? Can you really rest?

14. During the exercise of this function, have you ever sought help from professionals in the field of emotional health (psychologist, therapist or psychiatrist)? Have you developed any syndromes? Do you use any medications? What?

What suggestions do you propose to the CRE to ease the demands of work and consequently reduce the emotional overload of your role?