

The Covid-19 Pandemic and Its Impact on the Quality of Work Life of University Professors: A Systematic Review

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Abstract: This research aimed to analyze the impacts of the Covid-19 pandemic on the quality of life at work of university professors. To this end, a systematic review was carried out, following the PRISMA guidelines. Searches were carried out in databases such as Scielo, Web of Science and Google Scholar, using specific terms, Boolean operators and the application of inclusion/exclusion criteria for articles in Portuguese published between 2020 and 2023. The analysis was carried out in two stages: initial screening (reading the titles and abstracts) and full screening (complete reading of the selected articles). As a result, 19 articles were selected, where it was found that teachers' challenges went beyond simply adapting to remote teaching technologies, encompassing the reconfiguration of routines and workspaces. The remote emergency period transcended the boundaries between the personal and professional spheres, resulting in difficulties in disconnecting from work and, consequently, longer working hours. Adapting to technologies has also increased the pressure on teachers to maintain the quality of teaching and engage students, with the lack of adequate training amplifying feelings of insecurity and uncertainty, culminating in current cases of burnout syndrome. In addition to the psychological impacts, teachers have faced physical problems due to prolonged time on electronic devices and makeshift workspaces, further damaging their general well-being.

Keywords: Quality of life at work; pandemic; teachers.

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I. Introduction

The COVID-19 pandemic has emerged as an unprecedented global event, triggering profound transformations in the most diverse spheres of society. The accelerated spread of the SARS-CoV-2 virus has led governments around the world to adopt measures to restrict movement and social interaction in order to contain the spread of the disease. In this context, higher education was faced with unprecedented challenges, requiring rapid adaptation to the new circumstances (WALTERMANN; MARTINS; GEDRAT, 2022).

In Brazil, socio-economic disparities and limited access to the internet and electronic devices have made the transition to remote learning even more challenging. Regional inequalities and the lack of equitable digital infrastructure have exacerbated the exclusion of students and teachers from less favored institutions, deepening the divide in access to quality education (SILVA et al., 2022).

In this scenario, university professors, essential pillars in the construction and dissemination of knowledge, were forced to abruptly migrate from a face-to-face teaching environment to remote teaching, often without adequate preparation and infrastructure. This sudden change brought with it a series of implications that transcended the technical and pedagogical dimensions, reaching sensitive aspects of these teachers' professional and personal lives (CARDOSO; NUNES; JUNIOR, 2023).

The challenges of maintaining teaching quality, adapting pedagogical methods and dealing with technology have considerably broadened the scope of educators' responsibilities. The forced transition to remote teaching has not only required the acquisition of new technological skills, but has also affected the way teachers

connect with their students and colleagues. The absence of physical contact and the traditional academic environment has led to a sense of isolation, affecting not only educational dynamics, but also social interactions and a sense of belonging (RIBEIRO et al., 2022).

As a result, the quality of life at work for university lecturers has been directly affected. The need to adapt to digital educational technologies, the distance from colleagues and students, as well as the demand for flexibility in the work-life balance, have all contributed to implications for teachers' physical and mental well-being. Overlapping boundaries between home and work, pressure to maintain the same level of efficiency in the home environment and concerns about personal and family health have culminated in a unique set of challenges (CALDERARI; VIANNA; MENEGHETTI, 2022).

Given this context, the aim of this study was to analyze the impact of the Covid-19 pandemic on the quality of life at work of university lecturers. It is hoped that the results of this research will contribute to an understanding of the consequences that the pandemic has had on the professional lives of these teachers. A detailed analysis of the psychosocial, emotional and physical effects resulting from the sudden transition to remote teaching, combined with the pressures inherent in maintaining educational quality and the balance between professional and personal life, will allow for a more comprehensive understanding of the difficulties faced by this professional group.

II. Material And Methods

This research was characterized as a systematic review, which is a research method that seeks to identify, analyze and synthesize the available evidence in relation to a specific issue (BRIZOLA; FANTIN, 2017). In this study, the systematic review was carried out following the methodology described in the Statement for Reporting Systematic Reviews and Meta-Analyses of Studies (PRISMA), thus encompassing articles that investigated the impacts of the Covid-19 pandemic on the quality of life at work of university professors.

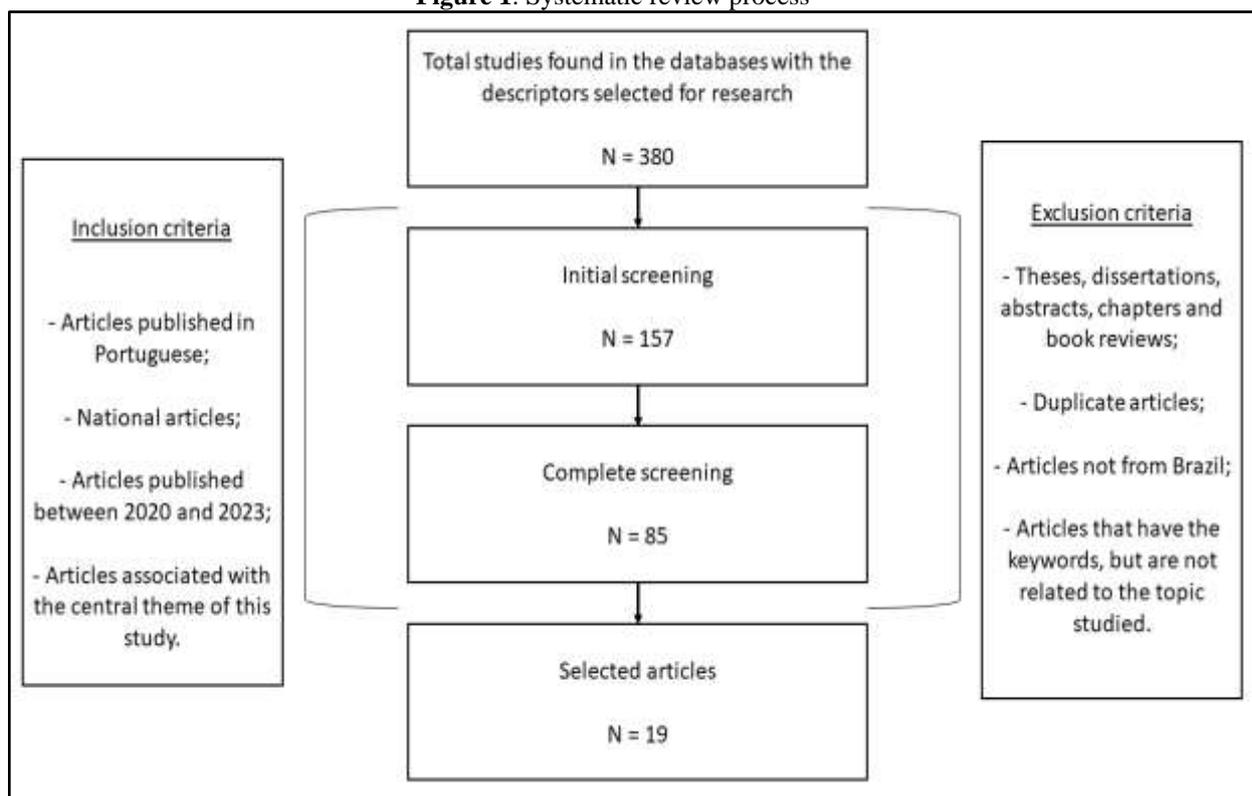
As the study was carried out following the PRISMA methodology, it was necessary to define the objective of the review, identify the literature, select the possible studies to be included, establish the inclusion and exclusion criteria, identify the previously selected studies, categorize the selected studies, analyze the results and, finally, present the synthesis obtained in the systematic review, corroborating what Botelho, Cunha and Macedo (2011) suggest.

The Scielo, Web Of Science and Google Scholar databases were used to survey the works. These databases were chosen because of the breadth of studies available, access to full texts and national publications. The search strategies included the association of keywords with Boolean operators "AND" and "OR", resulting in the following search sequence: ("quality of life at work") AND ("pandemic") AND ("teaching work" OR "university professor").

The inclusion criteria took into account only articles that addressed the impacts of the Covid-19 pandemic on teachers' quality of work life. In addition, only studies published in Portuguese between 2020 and 2023 were considered. On the other hand, exclusion criteria were established to remove studies that did not meet the objectives and scope of this study. Thus, abstracts, dissertations, theses, articles published in Portugal, Mozambique and Angola, duplicate articles and studies that were unrelated to the topic studied were excluded.

After data collection, the relevant studies were analyzed. The studies were analyzed in two stages: initial screening and full screening. The initial screening consisted of reading the titles and abstracts of the studies identified in the electronic search and excluding clearly irrelevant studies. The full screening, in turn, encompassed the complete reading of the articles selected in the initial screening, applying the eligibility criteria and excluding ineligible studies (GALVÃO; RICARTE, 2019). After the entire screening process, 19 articles were selected, as shown in the figure.

Figure 1. Systematic review process



Source: Research data (2023).

As shown in figure 1, a total of 19 articles were selected that met all the criteria established. This final selection of articles represented a compilation of research that offered a significant contribution to understanding the impacts of the pandemic on university teachers' quality of life at work. The information gathered from the articles was organized into five thematic categories, which were: authors, research title, research objective, type of research and research conclusions. The thematic categories facilitated the comparative analysis and synthesis of the information, allowing a clear view of the trends, patterns and conclusions present in the studies included in the review.

III. Result

As a result of the article search and screening process, a sample of 19 articles associated with the central theme of this study was obtained. Table 1 shows the articles selected in this systematic review.

Table 1. Articles selected in the systematic review

Authors	Research title	Research objective	Type of research	Research conclusions
Souza et al. (2022)	Remote work in the context of Covid-19 and the influence on quality of life in the teaching profession	To identify the possible impacts caused by remote work on the quality of work life and well-being of teachers during the pandemic.	The study used a qualitative approach, analyzing 10 articles between 2020 and 2022 from sources such as SPELL, CNPq, Google Scholar and SCIELO. Data analysis was conducted using the content analysis technique.	The research showed that the Covid-19 pandemic has contributed to affecting teachers' quality of life at work, with increased workloads, non-payment of overtime bonuses, difficulty in adapting, social distancing, dissociation between work and leisure time, as well as professional devaluation.

Santana et al. (2021)	Factors affecting teachers' quality of life during the COVID-19 pandemic	To identify the intervening factors in the quality of life of teachers at a Brazilian federal public educational institution during the pandemic.	The study was characterized as descriptive and followed a qualitative approach, involving 20 teachers. Data was collected remotely through semi-structured interviews from September to December 2020. The data was processed using Iramuteq software.	With regard to negative impacts, adverse impacts were identified, including an excessive increase in tasks, challenges with changes in routine and the adoption of technologies, as well as emotional distress linked to the quality of teaching and the learning process, in addition to consequences for physical and mental health.
Silva et al. (2022)	Teaching work and the impact of the pandemic on mental health	Analyzing the impact of COVID-19 on the mental health of university teachers at a higher education institution in Serra da Ibiapaba	The study combined bibliographic research with field research. Relevant texts were selected and a qualitative questionnaire was administered via Google Forms to teachers at a higher education institution in the Serra da Ibiapaba region. Thirteen responses were collected from the participants.	It was found that the majority of teachers faced challenges arising from the pandemic and experienced some kind of impact on their mental health. The pandemic context led to an increase in teachers' workloads, which consequently resulted in high levels of stress.
Coelho, Marques and Wanzinack (2022)	Teacher health in the pandemic: a case study with higher education professionals from the federal university of Paraná - litoral sector	To describe the theme of "Teacher Health and Quality of Life at Work", as well as the perception of the teaching actions developed by the institution where they teach and how remote work has affected their physical and emotional conditions.	This was a descriptive study that used interviews and a questionnaire with professors from UFPR's Litoral sector. The answers were transcribed using Nvivo software, enabling quantitative analysis and visualization of word clouds from the interviews.	Through the results, it was observed that some of the teachers interviewed faced a decline in their mental health due to remote working. In addition, some reported dealing with anxiety and mentioned the lack of physical activity as an element that worsened their health.
Gonçalves et al. (2023)	Quality of life in teleworking: a case study with civil servants from a federal educational institution in Minas Gerais	To analyze the perception of civil servants at a federal educational institution in Minas Gerais about the quality of life at remote work during the Covid-19 pandemic.	A qualitative approach was used, involving semi-structured interviews, followed by content analysis of the data collected.	From the results obtained, it became clear that emergency remote teaching (ERE) had negative effects on the quality of life of these teachers. Among the impacts observed were work overload, physical fatigue and deterioration in mental health. It is important to note that the quality of life in the work environment directly affected the productivity and well-being of the teachers, leading to physical and psychological illness.
Cardoso, Nunes and Junior (2023)	Quality of life of postgraduate teachers in the context of the pandemic	Checking the quality of life of postgraduate teachers at the State University of Southwest Bahia (UESB) in the context of the COVID-19 pandemic	The study included professors from UESB's Stricto Sensu postgraduate programs, using adapted MONISA and WHOQL-bref questionnaires. The analysis covered frequencies, ratios and mode of responses, and homogeneous correlations (Pearson) using SPSS version 20.0.	The results show that the COVID-19 pandemic has intensified the tensions that already exist in the teaching profession, resulting in a worsening of teachers' quality of life and making them more susceptible to both physical and psychological health problems.

Waltermann, Martins and Gedrat (2022)	Home office work, happiness and the health of university professors	To analyze how remote emergency teaching has affected the lives of university professors in Brazil in terms of health, daily routine and perceived happiness	It was characterized as a qualitative study using a case series approach. The sample consisted of 75 teachers, and a semi-structured questionnaire was used to conduct interviews with the respondents. The interviews took place on the Google Forms platform and the open questions were transcribed into an Excel table for later analysis.	The results revealed that working from home brought significant challenges to teachers' routines, such as the difficulty of balancing teaching tasks, household chores and parental responsibilities. This has resulted in an overload of work, complications when dealing with the new technologies of remote teaching and has negatively influenced the physical and emotional health of many teachers. In addition, these issues have interfered with family relationships, as well as spaces for leisure and rest, increasing stress levels and reducing teachers' perception of happiness.
Ribeiro et al. (2022)	Mental health and quality of life of university professors	Demonstrating the mental health profile of university professors during the Covid-19 pandemic	The study carried out an integrative literature review, using scientific articles from databases indexed in the VHL REGIONAL PORTAL. The research used the Health Sciences Descriptors (DeCS) "Teacher", "Mental Health" and "Pandemic", with the crossing of the descriptors controlled through the Boolean operator "AND".	With the recommendation of social distancing, teachers had to adjust to a new work dynamic. Although this situation took place in a family environment, this routine ended up becoming more stressful. The presence of multiple responsibilities, combined with the fact that they are confined to their homes, has resulted in a sharp increase in the rates of mental health problems.
Jesus, Gonçalves and Silus (2022)	Socio-emotional skills of university professors in the covid-19 pandemic: a stimulus to the "new" normal?	To present some socio-emotional discourses from the point of view of Brazilian university professors during Emergency Remote Teaching (ERE).	The methodology adopted was qualitative, descriptive, bibliographical, documentary and exploratory. This approach sought to substantiate the interviewees' responses, using a virtual resource known as a "word cloud". Subsequently, discourse and content analysis techniques were applied.	In conclusion, it was observed that the majority of university professors are in a state of socio-emotional exhaustion, resulting not only from the pandemic, which has affected countless families in Brazil and around the world with high infection and mortality rates, but also from the stress arising from the forced introduction of digital and communication technologies.
Leitão and Capuzzo (2021)	Impact of burnout on university professors in the context of the covid-19 pandemic	To examine the impacts of the Covid-19 pandemic on the work of university professors and the possible implications of physical and mental exhaustion.	Based on a critical perspective, the study was characterized as a bibliographical and documentary review.	With the arrival of the novel coronavirus (COVID-19) pandemic, a number of stress factors have intensified. These include longer working hours, limited time for planning and adjusting to the use of technology, along with a sense of social devaluation. These factors have affected teachers' mental health, resulting in an increase in cases of burnout.
Araújo et al (2022)	Teachers' perceptions of the experience of emergency remote work due to the Covid-19 pandemic	To identify the perception of (in) satisfaction in remote teaching work due to the Covid-19 pandemic among teachers at the two main federal public HEIs in the state of Mato Grosso.	The research took a quantitative approach. A questionnaire was administered to a sample of 430 teachers, and the data was analyzed using simple descriptive analysis.	The analysis of the results points to dissatisfaction on the part of the teachers in relation to the implementation of remote working/teaching, since they perceived a deterioration in working conditions during this period. In addition to their academic responsibilities, higher education teachers have also taken on various administrative activities, resulting in overwork and the risk of burnout. Thus, the hasty transition to emergency remote teaching resulted in an increase in working time and challenges in adapting to technological tools

Calderari, Vianna and Meneghetti (2022)	Teachers all the time: a study on the material, physical and psychological conditions of teachers in higher education during the Covid-19 pandemic	To analyze how the material, physical and emotional conditions of university teachers, who worked in the face-to-face model in the pre-pandemic period, affect them during the pandemic.	A qualitative design was employed, involving the conduction and subsequent content analysis of 18 interviews conducted with professors who taught undergraduate and specialization courses in Administration and Accounting in the first semester of 2020.	The results suggest that emergency adaptations to the work structure and insufficient material resources overloaded teachers with new tasks and responsibilities, negatively impacting both their physical and psychological health. The absence of institutional support for teachers' work was also a prominent feature during the period under analysis.
Cruz, Santos and Silva (2022)	Burnout syndrome in higher education teachers during the Covid-19 pandemic	Carry out research into the Coronavirus in Brazil, considering its prevalence, risk factors for its development, the main causes during the pandemic, possible treatments and consequences for the teacher and the institution in which they work	It was characterized as a critical literature review.	Cases of both physical and emotional burnout have been identified among university teachers during the pandemic period. This burnout is a condition related to occupational stress. With the outbreak of the COVID-19 pandemic, some of these stress factors have intensified, such as long working hours, little time for planning and adapting to the use of technologies, as well as a sense of social devaluation. These factors have had an adverse impact on teachers' mental health, resulting in an increase in cases of Burnout Syndrome.
Jardim et al. (2022)	Health conditions of university professors linked to a federal institution of higher education in the interior of northeastern Brazil	Investigating teachers' health conditions at a Federal Higher Education Institution in the interior of northeastern Brazil	This was a descriptive cross-sectional study carried out with 39 teachers from the Federal University of Sergipe.	It was observed that 74% (n=29) of the professionals expressed dissatisfaction or great dissatisfaction with the activities carried out at work, while 31% (n=12) reported some form of morbidity. Among the morbidity conditions mentioned, there was a predominance of illnesses linked to mental health (50%; n=6). The data collected indicates a notable rate of dissatisfaction with teaching activities, as well as an increase in complications related to mental health. This occurred despite relatively high levels of motivation and quality of life in the workplace.
Silva e Leite (2021)	Analysis of the Perception of Physical and Psychological Health of Brazilian Teachers During Remote Classes in the Covid-19 Pandemic	To analyze the self-perception of Brazilian teachers about their psychological and physical health during the Pandemic period.	It was characterized as an exploratory study with a quantitative and qualitative approach, which was carried out using an electronic questionnaire that was posted on social networks.	It was found that teachers spent more time at work during the Covid-19 pandemic, even though many of them did not have adequate space to carry out their activities. During the remote emergency period, the majority of teachers reported experiencing symptoms such as headaches, physical and emotional tiredness, back, shoulder, arm and wrist pain, tiredness and visual discomfort.
Toledo and Campos (2022)	Burnout syndrome, life satisfaction, self-esteem and optimism in university teachers during remote teaching	Investigating characteristics of Burnout Syndrome, life satisfaction, self-esteem and optimism in university teachers during remote teaching established by contingency of the pandemic caused by COVID-19	This was a descriptive, cross-sectional and quantitative study in which 98 teachers from a public university in the interior of Minas Gerais took part.	The study showed that health teachers carried out activities in addition to their classes using digital platforms. There was an increase in subjects taught and hours worked per week. Psychological indicators varied: self-esteem below average, optimism on average and life satisfaction above average. Burnout was low, highlighting a lack of personal fulfillment and emotional exhaustion. Women showed better mental health, men higher burnout and age affected optimism.

Carvalho and Serapião (2021)	Burnout syndrome in times of pandemic: the emotional strain on university professors in remote classes in Belém do São Francisco/PE.	Measuring the professional exhaustion of higher education teachers in Belém do São Francisco-PE during the pandemic from remote teaching, and verifying the predisposition to the Syndrome in the face of adaptations to teaching practice	The research was descriptive and exploratory, using a quantitative and qualitative approach to data analysis. Data was collected using the Maslach Burnout Inventory - Educators Survey to assess professional burnout, as well as a sociodemographic questionnaire to examine the relationships between variables and occupational fatigue.	It was clear that the group surveyed is moderately exhausted, with 40.9% of the sample showing high emotional exhaustion. Lack of technology skills, workload and teaching experience are the main factors linked to this exhaustion. In addition, teachers from Education and Health courses, such as Languages and Psychology, had higher scores for emotional exhaustion.
Souza et al. (2022)	Anxiety, depression and suicidal ideation in university professors in times of the covid-19 pandemic	To identify the presence of symptoms of depression, anxiety and suicidal ideation in teachers of a health course at the Federal University of Alagoas - Campus A. C. Simões	A quantitative, descriptive and cross-sectional study was conducted at a higher education institution located in the city of Maceió-AL, Brazil. The sample consisted of permanent teachers at the A. C. Simões campus who are involved in a health course.	When examining the results of the CES-D scale for depression, 65.5% of the teachers were found to be at risk of developing depression. Analysis of the IDATE score indicated that 89.7% of teachers have moderate levels of anxiety in the current state, and 86.2% have moderate levels of anxiety in more permanent traits. It is clear that mental illness is deeply rooted in the lives of teachers during the COVID-19 pandemic.
Macêdo, Amorim and Souza (2021)	Social distancing in the COVID-19 pandemic: a study with university professors	Understanding the experiences of five female health professors from public higher education institutions during the social distancing caused by the covid-19 pandemic	A qualitative-phenomenological study with an empirical slant was carried out, respecting resolutions 466 and 510 of the National Health Council - National Research Ethics Committee.	The phenomenological analysis revealed the following perceptions: awareness of health limitations; reorganization of the time dedicated to virtual work; adaptation of the routine to balance personal, family and professional life; changes in the dynamics of family relationships; anguish when facing gaps in knowledge; nostalgia for face-to-face spaces; persistence even under the circumstances; and the search for support unrelated to work.

Source: Research data (2023).

Based on the conclusions of the research in the table above, it can be seen that the COVID-19 pandemic has brought with it a series of significant challenges and transformations for teaching work. In the academic context, university professors have faced a profound restructuring of their work dynamics, directly impacting their quality of professional life. Thus, the promotion of mental health, adequate institutional support and continuous professional development have emerged as an essential concern to ensure not only the effectiveness of teaching, but also the physical and emotional well-being of teachers in the midst of this new educational reality.

The analysis of the systematic reviews highlighted a series of challenges faced by teachers in relation to quality of life, mental health and well-being during this period of transition and adaptation to new forms of remote teaching. The challenges faced by teachers reflect not only the changes in teaching dynamics, but also the wider implications of the health crisis on their personal and professional lives.

As highlighted by Waltermann, Martins and Gedrat (2022), Ribeiro et al. (2022), Araújo et al (2022), the abrupt transition to remote teaching and the reconfiguration of work routines have brought to light an intersection between the personal and professional domains, challenging teachers' ability to balance their academic responsibilities with family and self-care demands. As a result, the intertwining of the personal and professional spheres has become a major factor in teachers' experiences during the pandemic.

The home space, which had previously been mainly a refuge from professional life, became a place where classes were taught, meetings took place and administrative tasks were carried out. Teachers had to adapt to a different way of working and, even though this happened in their own homes, this new routine became more tiring. This new reality resulted in continuous availability for work, making it difficult to define clear boundaries between professional and personal activities.

In this way, it was found that teachers expressed dissatisfaction with the adoption of remote working/teaching, as they perceived a deterioration in their working conditions during this period. In addition to academic obligations, higher education educators also found themselves in charge of various administrative tasks, leading to an accumulation of work and the risk of burnout. As a result, the rapid shift to emergency remote teaching has resulted in increased working hours and challenges in adapting to technological tools.

The remote emergency period resulted in a significant increase in working hours, as shown by the studies by Souza et al. (2022), Santana et al. (2021), Silva et al. (2022), Gonçalves et al. (2023), Waltermann, Martins and Gedrat (2022), Leitão and Capuzzo (2021), Araújo et al (2022), Calderari, Vianna and Meneghetti (2022), Cruz, Santos and Silva (2022) and Silva and Leite (2021).

From this perspective, the traditional workday became increasingly fluid, as teachers found themselves responding to emails, messages from students and preparing lessons at times that were previously considered outside of working hours. The need to always be available, due to the instantaneous nature of digital communication, created a continuous cycle of responsibilities that often extended beyond regular work boundaries.

Thus, the merging of spaces made it difficult to disconnect from work, since the computer used for professional activities was often within reach. The constant feeling of being "connected" to work, even after the supposed end of working hours, made it difficult for teachers to disconnect mentally and relax, thus leading to work overload.

Work overload had a significant impact on teachers' mental and emotional health. The stress resulting from the pressure to fulfill professional responsibilities and ensure the effectiveness of remote teaching was compounded by the lack of separation between work and leisure time. Emotional exhaustion became a common reality as the additional workload added to existing concerns related to the pandemic.

While adapting to new technologies has provided continuity to the educational process, it has also introduced a steep learning curve for many teachers. The need to master digital platforms, develop appropriate teaching materials and maintain student engagement through virtual media has added an additional burden to already demanding teaching responsibilities.

Concerns about the effectiveness of teaching in a virtual environment have become prominent as traditional methods of face-to-face interaction have been replaced by technology-mediated interactions. Previously accustomed to face-to-face interaction in classrooms, teachers have had to adapt quickly to the virtual environment. Online classes have become the norm, requiring teachers to have an accelerated learning curve in relation to distance learning platforms and videoconferencing technologies.

Teachers have faced challenges in adapting to remote teaching technologies, resulting in concerns about teaching effectiveness, lack of adequate training and being overwhelmed by the use of online tools. The lack of adequate training became a relevant issue as teachers found themselves learning and exploring these tools often on their own, which led to feelings of insecurity and uncertainty.

The studies conducted by Leitão and Capuzzo (2021), Cruz, Santos and Silva (2022), Toledo and Campos (2022), as well as Carvalho and Serapião (2021), highlighted the worrying prevalence of professional burnout, also known as Burnout Syndrome, among teachers during the Covid-19 pandemic. These studies highlighted the significant influence of the challenges imposed by the pandemic situation, such as the transition to remote teaching, work overload, adaptation to new educational technologies and the emotional demands resulting from abrupt changes in school routines.

Burnout syndrome, characterized by a state of emotional exhaustion, depersonalization and reduced personal fulfillment at work, has emerged as a direct consequence of the challenging circumstances that teachers have faced during the Covid-19 pandemic. This is because the intensification of work demands, the merging of personal and professional spaces, constant digital availability and the need to adapt quickly to new technologies have all contributed to an environment conducive to the development of this syndrome.

Burnout syndrome has been accompanied by cases of occupational stress, anxiety and even depression. Increased responsibilities, the pressure to maintain teaching quality in a challenging virtual environment and constant uncertainty about academic and professional futures have exacerbated stress levels among teachers. Anxiety, in turn, resulted from the constant demand to adapt to changes and the need to meet the expectations of students and institutions in a constantly evolving teaching scenario. In addition, the emotional disconnection and sense of depersonalization inherent in Burnout contributed to the occurrence of a state of deep discouragement, which sometimes evolves into depression.

In addition to the psychological implications of the pandemic for teachers, authors such as Santana et al. (2021), Gonçalves et al. (2023), Cardoso, Nunes and Junior (2023), Waltermann, Martins and Gedrat (2022), Calderari, Vianna and Meneghetti (2022) and Silva and Leite (2021) also noted the incidence of physical implications.

The sudden shift to remote teaching and the extensive use of digital technologies have contributed to an increase in the hours spent working in front of computer screens, and this has ultimately resulted in physical

implications for teachers. Prolonged use of electronic devices has also been associated with the development of physical health problems, such as carpal tunnel syndrome and joint pain.

In the study by Silva and Leite (2021), it was found that many teachers did not have an adequate workspace during the remote emergency period, which contributed to headaches, back pain, shoulder pain, arm and wrist pain, visual discomfort and tiredness. The physical implications added an additional layer of challenges to the already complex situation faced by teachers during the pandemic, which created a risky scenario for the general well-being of educators.

IV. Conclusion

In light of the analyses discussed and the conclusions reached through the research presented, it is undeniable that the COVID-19 pandemic has imposed a series of unprecedented transformations and challenges on the teaching work environment, especially in the academic context. The rapid transition to remote teaching has forced university professors to adapt to new ways of teaching, while dealing with the increasingly tenuous intersection between their personal and professional spheres. In this scenario, lecturers' mental health has emerged as a crucial concern, accompanied by the need for adequate institutional support and continuous professional development.

The conclusions of the systematic reviews showed that the challenges faced by teachers included not only learning and adapting to remote teaching technologies, but also reconfiguring their work routines and spaces. The transmutation of the home environment into a place for academic activities has altered the notion of boundaries between personal and professional life, contributing to constant availability and difficulties in disconnecting from work. This has resulted in an increase in working hours, leading to overload and emotional exhaustion.

Furthermore, it should be noted that adapting to remote teaching technologies and platforms has introduced a new learning curve, putting additional pressure on teachers to maintain teaching quality and student engagement. However, the lack of adequate training has aggravated feelings of insecurity and uncertainty, amplifying the emotional and professional challenges. Burnout syndrome has thus emerged as a direct consequence of the multiple demands imposed by the pandemic situation, resulting in emotional exhaustion, depersonalization and reduced fulfillment at work.

The implications were not limited to the psychological sphere, as teachers also faced physical effects resulting from the increased exposure time to electronic devices and the lack of ergonomics in their makeshift workspaces. Physical health problems, such as joint pain and carpal tunnel syndrome, became prevalent, further aggravating the teachers' well-being.

It is therefore imperative that educational institutions recognize the importance of providing comprehensive support to teachers. In addition to continuous professional development, it is essential to create strategies to promote teachers' mental and physical health, such as establishing clear boundaries between work and personal life, providing adequate training in teaching technologies and implementing policies to support emotional well-being.

Building an environment that values and protects the health of educators will not only contribute to effective teaching, but will also ensure that they can face the challenges of the constantly evolving educational landscape with resilience and balance. It is therefore imperative that institutions and managers strive to create the right conditions for teachers to play their fundamental role in a healthy and effective way, even in the face of the adversities imposed by the pandemic and the changes in education.

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