SOCIAL REPRESENTATIONS IN THE LABOR RELATIONS OF BASIC EDUCATION TEACHERS IN THE STATE NETWORK OF MINAS GERAIS

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ABSTRACT

The objective of this study was to analyze the social representations of basic education teachers in the state of Minas Gerais related to work. This is a qualitative research carried out through guiding questions collected through an electronic form about the teaching activities with the greatest stress and the relationship with work. A total of 1320 teachers from the state network of Minas Gerais participated in this study. The data analysis was based on the theory of social representations and is presented by thematic axes: contextual aspects of the work of the school environment; public policies and the appreciation of teachers; relations with the government and school management; didactic and pedagogical aspects; emotional dimension: satisfaction and well-being; and, the school infrastructure. It is found that teachers' perceptions are shaped by their experiences and interactions in the school environment. These representations influence the way teachers deal with daily challenges and seek solutions to improve the quality of teaching, and not just the reproduction of knowledge. The need for public policies that address and recognize the importance of their role in society is pointed out.

Keywords: Social representations. Teachers. Work.

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INTRODUCTION

Teaching work has been the subject of interest in studies that investigate the relationships and interactions that are part of the knowledge and professional experiences in the school environment, which involves: students, teachers, parents, school managers and public authorities(TARDIRF; LESSAD, 2011). Teaching is closely linked to educational policies, which play a crucial role in defining the work environment and pedagogical practices in schools. These policies affect the continuing education of teachers, the distribution of resources and working conditions, as well as the possibilities of education to counteract social inequalities and the relationship they maintain with development indicators. The policies also direct teachers as agents of teaching with equity and quality, including the contextual and transformational conditions of education(SOUSA; VILLAS BOAS; NOVAIS, 2014).

The social image of teachers underwent significant changes in the twentieth century, what was considered a reference to a priesthood, the duty of a public servant becomes the portrait of a worker in education(GEBARA; MARIN, 2005). In this sense, studies from the perspective of Social Representations (SR(s)) based on Moscovici(MOSCOVICI, 2007) and Jodelet(JODELET, 1989), have been developed opening space for understanding the knowledge and knowledge internalized by teachers. The representation of each person or social group reveals different aspects of their reality, interaction and social communication, expressed in ideas, concepts, images, which allow the understanding of the identity, personality and conceptions of individuals, as well as the social, political, economic and cultural aspects of the environment in which they are inserted(FARR, 2013; JODELET, 1989).

In a theoretical conception, society is an apparent creation, with senses, meanings and purpose, constituted from a system of values, ideas and practices, of SR(s). In this, the human being imbued with purpose and meaning, in his actions and reactions, reflects the human experience in his individual and social history(FARR, 2013; MOSCOVICI, 2007). Bringing it to the present study, it is intended to evaluate the conditions and epistemology of teachers about labor relations. On the other hand, there is the reified universe, in which representation can influence or be influenced in social groups and in the roles of the individuals who compose them. In this universe, the sciences, objectivity or abstract theorizations are found(CORTEZ et al., 2017).

Analyzing articles published in international databases of CAPES journals, Silveira *et al.*[10] showed that, given the demands and intensity of the work, it has lit a warning sign to teachers about their relationship with work, which can even affect their mental health. In addition, in a quantitative study, Alcantara(ALCANTARA et al., 2019) considers that school authorities and managers need to assimilate the values of autonomy, participation and democratization in the school environment. Closer to this research, studying the SR(s), Cunha *et al*(CUNHA et al., 2021) brings the perspective of the trajectory of teachers, marked by contingencies, which contributed significantly to mental illness. And no less important, quantitative studies showed dissatisfaction during the pandemic period(SILVA et al., 2021). Previous studies bring significant evidence providing a deeper overview of SR(s) about teachers' work.

The objective of this study is to analyze the social representations constructed by basic education teachers in the state network of Minas Gerais, about the teaching work.

METHOD

The research, through SR(s), refers to the phenomenon that it tries to unravel, that is, the theories of common sense that can be described and explained and are associated with a way of understanding and communicating a collectivity. Moscovici(MOSCOVICI, 2007) turns to the elaboration of these representations and emphasizes their dynamic characteristic. it can be done from spontaneous processes, induced by questions.

The theme proposed for this study is presented as qualitative aspects, working with a universe of meanings, motives, beliefs, values and attitudes; evoked by sensitivity to the context and accuracy of the information collected(CARDAMO, 2024; MINAYO, 2012). We sought to evaluate the aspects related to the SR(s) elaborated by the teachers on the work relations, and on the stress in their teaching activities. Two guiding questions are presented(CAVALCANTI; CALIXTO; PINHEIRO, 2014): 1) the teaching activities with the greatest stress; 2) the relationship with work.

The data were obtained from a cross-sectional (*baseline*) of the ProfSMinas Project, "Health and Working Conditions of Basic Education Teachers in the State of Minas Gerais: A Longitudinal Study". ProfSMinas is a *websurvey* conducted with basic education teachers (kindergarten, elementary and high school) from state public schools in Minas Gerais, Brazil. Authorizations were obtained and a partnership was signed with the Minas Gerais State Department of Education (SEE-MG), which recommended and encouraged the

participation of teachers. Data collection took place from October to December 2021, when face-to-face activities resumed in the post-Covid-19 pandemic. The link to the *online form* (*Google Forms*) was sent to the institutional emails of the professors. On the form, the two open questions were counted, with no limitation of space for their answers. These questions were not mandatory and the answers to these questions constituted the material for the analysis of the present study.

Teachers of both sexes, working as teachers in 2021, who worked in early childhood education, elementary school and/or high school in a state public school in Minas Gerais, participated in this study. Thus, forms were applied to 1907 basic education teachers from the public network of the State of Minas Gerais, distributed in 354 cities, and 1320 answered at least one of the open questions. For confidentiality and data protection, the respondents were coded in this research as PE1 for the first teacher, PE2 for the second, and so on. The order of classification of those who answered occurred in the order of return of the questionnaires. The saturation point was reached when reaching answer number 280, even so, it was decided to read another 100 answers, to make it possible to verify the breadth of the answers and the maximum possible observations.

The analysis of the data was inferred about the meanings, which go beyond the concrete messages, knowing about the representations constructed by the teachers(BARDIN, 2009). The themes were organized into axes of analysis, according to the occurrences in the observation in the answers to the forms. We sought to infer about the meanings that go beyond the concrete messages, knowing about the representations constructed by the teachers(BARDIN, 2009), being organized by thematic axes.

Finally, the social representation of the teachers' work relationship was presented, through word cloud figures, elaborated from the application of the *Wordclous*. To this end, based on anchoring9, the criterion used was the choice of the first word extracted from the narratives of each answer, which grouped those that were in the plural or with the same semantics, maintaining the number of times they were cited. In sentences beginning with articles and preposition, they were replaced by the second word, to bring to the cloud mental representation(JODELET, 1989; MOSCOVICI, 2007) or the anchor that teachers have about work and stress in the teaching activity, the action or the feeling or even the teachers themselves. For this, initially the "TEXT" function was used in the *Excel*, Then, a careful reading of all the words was carried out, repeatedly, and the grouping concentrated

the meanings objectively. It is important to highlight that, for the construction of the word cloud, the entire universe of answers obtained was considered.

The research was approved by the Minas Gerais State Department of Education (SEE-MG). Regarding the ethical precepts, the project was approved by the Research Ethics Committee of the State University of Montes Claros (Unimontes), Opinion 4.964.125/2021, following the ethical principles of the National Health Council/Resolution No. 466/2012 and the Declaration of Helsinki of the World Medical Association.

RESULTS AND DISCUSSION

Answers were obtained to at least one of the open questions, from 1320 teachers in the state, and 547 teachers answered both questions, 682 answered only the guiding question 1 and 91 answered only the guiding question 2.

The thematic axes that emerged were: the contextual aspects of the teaching work, public policies; the valorization of teachers, the relations with the government and school management, the didactic and pedagogical aspects, and the emotional dimension: satisfaction and well-being and school infrastructure**.** It is important to say that, after elaborating the thematic axes, the other answers of the form underwent a dynamic reading, aiming to identify the contemplation of all the themes reported by the teachers.

CONTEXTUAL ASPECTS OF THE TEACHING WORK

The perception of teachers about the context in which they are inserted points out that institutional issues and behavioral issues of students characterize the school environment and impact the relationship with work. Class control and indiscipline are also elements that characterize this scenario. In addition, work overload is a preponderant factor in the teacher's work relationship, inferring from the living and working conditions.

From the perspective of SR(s), the excess of students per class is often perceived as a significant obstacle to the quality of teaching. This collective representation is formed by the shared experience of teachers, who experience the challenges of serving many students with varied needs daily, whether in the personal or professional spheres(CASTORINA, 2021).

It is considered that satisfaction and love for the profession is an important milestone in the reports of the teachers surveyed, highlighting the social contribution of their work, "*I like my work, especially when I can contribute and help in the construction of a public*

education of quality and progress" (PE40). Far from a romanticized perception of the profession, the same teacher adds *"I am very sad when the vision of superiors does not take advantage of the best of education professionals"* (PE40). By expressing feelings, the teacher presents the meanings of the relationships imbued in the object (teaching profession), with the process of the subjects and their particularities, in the aspects of the school routine, the class, the knowledge, the educational institutions, and the pedagogical relationships.

It should be noted that SR(s) are based on the representation that the subject has about something, where the collective memory articulates the affective, psychological and social factors, that is, it reports the dynamics of relationships, the experiences and the experiences between the subjects(JODELET, 1989; SILVA; QUADROS, 2022).

The indiscipline of students was pointed out as a negative social representation that affects the way teachers perceive their authority and management capacity in the classroom. This was evidenced in the narratives that highlight the difficulty in maintaining discipline and managing conflicts. In addition to being shown to affect teachers' confidence in their management skills. According to a teacher's report, "*There is always the need to manage conflicts between students and indiscipline. (PE111)".* In previous studies, indiscipline is presented as a factor that can hinder student learning. To curb acts of indiscipline, structural changes are needed in the psychosocial environment of teaching work, corroborating Alcantara *et al* (2016)(ALCANTARA et al., 2019).

Basic education teachers recognize that education has a fundamental role in society, as an active, communicative subject, creator of symbols and meanings, but point out the need for effective public policies that address issues such as: career plan of education professionals, commuting and working conditions, and even special education. Regarding this last aspect, how the perception of special education teachers and their inclusion as an "extra theme" is presented, in other words, reveals that teachers are not familiar with their daily lives.

In the light of the SR(s) theory, people construct mental representations based on the dynamics between the activities of the subject and the object of study, based on their experiences, cultural and social values (FRANCO, 2004; JODELET, 1989; MOSCOVICI, 2007). It can be said that special education can be influenced by SR(s) existing in society about disability, inclusion and the role of the school. This reflects on how teachers perceive,

interpret and respond to issues related to public policies and organization in the educational context in the collective.

PUBLIC POLICIES AND TEACHER APPRECIATION

In this axis, the teachers cited the need for a career plan for education professionals, as well as the feeling of discontent and devaluation about salary issues. In the words of the professor: "*We need to have a coherent career plan based on the national floor and basic rights such as food vouchers, transportation and others. Greater support is needed for the purchase of materials and work tools (PE98)".* Thus, in the theoretical approach, the subjects' words express collective representations, anchored in meanings and everyday situations, which they construct in the relations of meaning applied to reality and the subjects themselves, corroborating the central idea of SR(s) (ABRIC, 2001; JODELET, 1989; MOSCOVICI, 2007).

Also in the field of public policies, the municipalization of education (a process in which there was a migration of responsibility for elementary education to schools in the municipal networks) was presented as an element that affected the working conditions of education professionals, including salary reduction, and work overload. The reports reveal a feeling of dissatisfaction, anguish and objectification of the teacher, when using the terms "borrowed" and "discarded". Thus, the elaboration of representations involves respecting the relationships of the elements that constitute them and the subject's personal experiences.

Therefore, it is a construction of the subject on the object and in the reconstruction based on information now received, as well as the transformations. It is worth remembering that the theory of SR(s) presupposes an organization around a central nucleus, and this constitutes a fundamental element of the representation(ABRIC, 2001; SILVA; QUADROS, 2022). In this context, this study suggests a reflection on the involvement of teachers in the discussion of public educational policies of the State, in which the singularities of teachers are contemplated and included in government actions.

The lack of specialized professionals in areas such as psychology and social work, working in schools, is presented in the data, from two points: the first is related to the care of students in the school itself, and the second, perhaps, the most vulnerable for the teacher and the student, refers to the lack of adequate care. In the words of one professor: "*Lack of specialist professionals in areas such as psychology/social workers forces us to*

do this type of work without having the ideal and necessary training for it" (PE738)". In addition, one cannot lose sight of the fact that the object of this study are teachers from the public network and the public service, legally this fact characterizes even as deviation of function.

Thus, perhaps, the main point is the self-recognition of the place of speech of teachers, who, throughout history(VICENTINI; VILAÇA, 2009) have been assuming different roles, at school and in society. Most of the time, SR(s) reflect a common sense, without critical reflection, and, for this, it is necessary to develop consciousness(ALCÂNTARA et al., 2019; SILVEIRA et al., 2014). In the present study, the statements show more than recognizing the role of the other, in the excerpt "lack of" "they force us to do", the recognition of one's role, one's representation, in what one was trained to do, is revealed. Thus, the teacher's activity flows in its essence as a guide for the formation of consciousness, not only in doing for the sake of doing, but also directs the subject to recognize himself and his work.

RELATIONS WITH GOVERNMENT AND SCHOOL MANAGEMENT

School relations involve the government, the departments of education, the school management, through the principals, supervisors and teachers. This aspect also includes the hierarchical relationship between school managers and teachers. The teachers' reports indicated the role of the school board, to emphasize that the work demands happen in an authoritarian way, without considering the already existing overload. This dynamic contributes to a feeling of frustration and disunity among teachers.

The following report shows the picture of the dynamics of the relationship between the teaching work and the government and the school board:

> The category of teachers has been ignored in state policies. We are being considered by the State Government, a service provider, a technician whose function is simply to obey superior orders. However, teaching activities are complex, requiring decisions about the adequacy of content for each class, corrections of activities that require an objective and subjective evaluation of students, collective organization of school work that requires reflection, debate and cooperation, it would be enough to read an article or book by Maurice Tardiff to know them all. All this has been neglected by the administration, especially during the period of social isolation. The communication channel is unilateral through memorandums and decrees. The secretariat carries out inspection "visits" and not consultation. Unequal distribution of resources in the form of "prizes", among others. (PE161)

The lack of recognition and appreciation by government and school authorities is evidenced by dissatisfaction with outdated salaries, and consequently the search for double shifts to achieve a decent remuneration. The lack of decent remuneration, in the image constructed by the teachers, imposes an accumulation of working hours.

In this aspect, social interactions and communication emerge as part of the process of construction of SR(s), through narratives, the relationship between representations and communicative influences, passing the naturalization of the elements(SANTOS, 2005). Moreover, they constitute the words and images that surround the subjects individually or collectively in the environment in which they are inserted and in their institutional relations(TIME; RIBAS JUNIOR, 2018; MOSCOVICI, 2007).

Regarding the actions expected from the government, this study points to the perception of the student's vulnerability, anchored in the need to guarantee learning. It is also possible to infer that the perception of the teacher as a "product and process" in the same activity, as an individual and a group, reconstitutes the very reality of his place, attributing some meaning(BOURDIEU, 1990; SILVA; QUADROS, 2022).

DIDACTIC AND PEDAGOGICAL ASPECTS

When analyzing the axis on the didactic and pedagogical aspects in the teaching work relationship, it was observed terms such as: the lack of teacher autonomy and didactic resources, in addition, it was pointed out the excess of meetings, unfeasible deadlines, adaptations of activities, school dropout and the need for continuing education of teachers. These elements as social representation highlight the continuous struggle of teachers.

In the following report *"I would like to have autonomy to work on contents necessary to consolidate the learning of students in literacy* (PE362)", the lack of autonomy is perceived as limiting learning. In another report, the professor points out that "*We are free to propose the activities in the planning, we have a reasonable amount of materials. (PE246)".* In the reports, the different perceptions refer to possible divergent realities between one school and another. A fact that reinforces the idea of autonomy as a social representation.

The perception of limited autonomy and the lack of adequate pedagogical materials were presented in studies of barriers that influence creativity, learning and that directly influence didactic and pedagogical practice, which impacts student learning. This

representation, in a Freirean conception(FREIRE, 2002), instigates on the teaching process, where teacher and students as active subjects, build their knowledge, based on the meanings and senses attributed to school contents and practices.

The adaptations of activities, the excess of meetings, are pointed out as factors that contribute to the stress of the teacher in his daily life. In addition, school dropout generates a negative view of the educational system, affecting teachers' perception of the impact of their work. Therefore, it is important to reflect on the teacher's pedagogical planning and practice(TARDIRF; LESSAD, 2011), as a path of construction of the subject on the object from information received from and about the object(CASTORINA, 2021; SANTOS, 2005).

SCHOOL INFRASTRUCTURE

The theme of school infrastructure is seen as a fundamental point for the development of teaching work and the quality of the education offered, but they often face significant challenges. The physical space of the schools was characterized as inadequate, in need of renovations, and there is still a lack of adequate rooms for teachers. In addition, they pointed out the lack of access to technological alternatives, essential for contemporary education, which affect the ability to offer quality education, as treated in the history of Brazilian education.

The issue of security also emerges as a concern of teachers, requiring the presence of security agents to ensure an environment conducive to learning and free of threats. It is worth mentioning that among the teachers who responded there are teachers who develop their activities within penitentiary systems, even though the theme has been addressed in several teachers' responses. In the face of these challenges, it is imperative to point out the need for comprehensive educational public policies that make it possible to invest in improving school infrastructure, providing adequate spaces, accessible technologies, and a safe environment, so that students and teachers can enjoy an enriching and effective educational experience.

Regarding the general analysis, as described in the method, a dynamic reading of all the answers was made, and a report was identified that, in a way, synthesizes the thematic axes addressed in the research.

EMOTIONAL DIMENSION: SATISFACTION AND WELL-BEING

The axis of the emotional dimension in the teaching work can be said to permeate all the thematic axes identified in this work, but with an emotional approach, satisfaction and well-being in the teaching activity. In a general conception, this dimension can be understood as the emotions resulting from the interactions of teachers in the exercise of teaching: the relationship with other teachers, students, family, and other professionals in the school environment, as well as those related to working and structural conditions. Par excellence, the *Habitus*(BOURDIEU, 1990) of the teachers, emotions seem to define the teaching practice, and the ways of organizing themselves show the symbolic representations of teachers. Costa and Lugli (2020), when developing a study on the emotional dimensions produced by the teachers themselves and the representations produced by the researchers, presents the connection between the way of working and its psychological and symbolic rewards(COSTA; LUGLI, 2020).

Based on this, the reports of satisfaction show this representation of love and dedication to the profession and to the work of teachers, which emerges a singular narrative of teaching and learning: *"I love my work and try to perform my tasks with responsibility and tranquility"* (NP23). Interpersonal relationships permeate each interaction and motivation enriches the school environment. There were several statements *"I love my profession", "I do it with dedication", "my vocation",* which corroborate the emotional satisfaction of the teachers about the profession and the students. It is observed that teachers who perform acts of delivery when sharing knowledge.

It is important to mention that many research participants used the open question as a space to speak and vent. Given some reports that as a response there were gaps *"You didn't mention special education"* (PE33), at the beginning, of a response to a request that the report not be disclosed. This fact corroborates the theory of SR(s), when it points out that it would be a mistake to imagine that the processes would occur only individually or intentionally(CAVALCANTI; CALIXTO; PINHEIRO, 2014; JODELET; ULUP, 2017). It is in this cultural void that the understanding of collective phenomena arises. In addition to this perception in this research, monosyllable answers, or even lack of response, which in the context of SR(s), also has its meaning.

The teaching work routine is often marked by an intense feeling of exhaustion, fatigue and stress, aggravated by the lack of psychological support to deal with these emotional pressures, especially in the context of the COVID-19 pandemic(CORTEZ et al.,

2017; SILVA et al., 2021; SILVEIRA et al., 2014). This study identified that the elements of daily life, such as rest and leisure, are presented as a desire of teachers, who list the lack of freedom to enjoy these moments. In addition, the lack of recognition of the academic degree and the frustration, due to the scarcity of time to dedicate to studies, figure the dissatisfaction about the work performed.

In a general analysis, the following report summarizes the elements identified in the thematic axes, pointing out the relations with the government, the school and professional valorization:

> The state of Minas Gerais does not value its education server. It does not value in terms of remuneration (it has not readjusted the salary floor established for education and does not insert a coherent career plan, thus causing a disincentive to continuing education and the need for double and triple working hours) and structure (to the extent that it needs to reassess the number of students per classroom, include more professionals from the most different areas of education - including psychopedagogical - in the search for solving problems arising from the socioeconomic instability in which several schools are inserted, among other initiatives). The crisis in teaching-learning that the Covid-19 pandemic has opened up is the result of the lack of investment and commitment to one of the main rights of human beings: free, universal and quality education. (PE944).

SOCIAL REPRESENTATION AND RELATIONSHIP WITH WORK

In the context of RS(s) or from social psychology, anchoring is a process by which subjects try to familiarize something new by relating it to something already known, in other words, the first thing that comes to mind is something familiar that helps to make sense of that object (MOSCOVICI, 2007; ROSO et al., 2021).

Occupational stress leads to a physical and psychological imbalance of the subjects who are affected. From the narratives of basic education teachers about the activities that produce greater stress, a word cloud was elaborated through the *wordclouds.* The word "lack" in evidence was associated with not having: materials, investments, infrastructure, work organization, task structure, physical conditions; and, also in interpersonal relationships, lack of education, respect, support, appreciation. This leads teachers to occupational stress.

The word cloud constructed from the first words contained in the answers elucidates the teachers' perception of their teaching activities, supported by anchoring in the SR(s) theory, as shown in Figure 1.

Figure 01. Word cloud based on teachers' narratives regarding stress at work
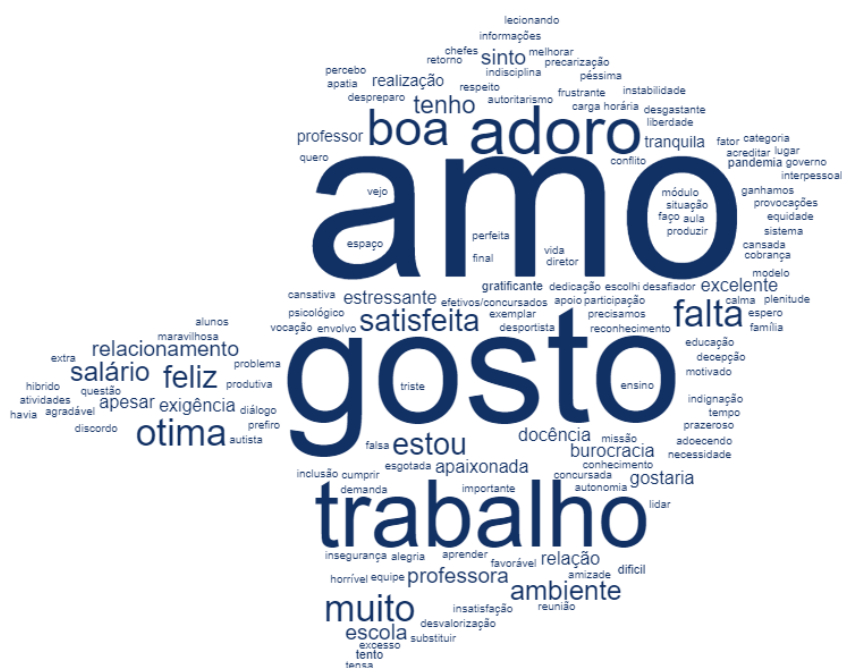

Source: prepared by the authors

Other terms gain representativeness, perhaps because they also feature the lack, the absence of something. The terms bureaucracy, filling, diaries, meetings, for example, appear in the sense of wasting time that could be used for other activities: leisure, studies.

The relationship with work in the teaching context in basic education is intrinsically linked to the love for the profession, the dedication that teachers have to education, treated for a long time as values of priesthood(COSTA; LUGLI, 2020; HARGREAVES, 1998). From the free narratives of basic education teachers about their work, the social representation of their relationship to the profession was evidenced.

When elaborating the word cloud, and considering that the application creates from repetitions, it is evident how the word "love" followed by other words: I like, I love, represent the teacher's choice(COSTA; LUGLI, 2020), as shown in Figure 02.

Figure 02. Word cloud based on teachers' narratives about work

Source: prepared by the authors

Satisfaction with the activities developed, addressing the knowledge, values and practices shared and internalized in the school, in the teacher and the student. In theory, it is perhaps the deepest understanding of the social dynamics present in the school environment, allowing teachers as subjects and objects of the process to carry out their pedagogical practices to meet the needs of students(ABRIC, 2001; MOSCOVICI, 2007; RANGEL, 2004; TARDIRF; LESSAD, 2011).

However, from the reports, the central point to be addressed is that social representation about the work of teachers is in love and lack, and in the paradoxes that involve both terms. This duality shows how the relationship between teachers and teaching work is lived densely, in a space of coexistence. Psychoanalyst Ana Suy, when discussing the psychological aspects of love, says that "one only loves from a condition of missing subject"(SUY, 2022). If, on the one hand, the SR(s) of the teaching profession carry the strength of emotional dimensions, previous studies and this study confirm this idea, on the other hand, it is rooted in the "lack" of appreciation, recognition and working conditions. In this condition, it is suggested that the research continue to deepen the understanding of representations in teacher relations, taking into account that these representations can also be questions around lack of? And love to what?

This study provided valuable *insights* into the social representations about teachers' work. Although in qualitative research the results cannot be generalized, the contemplation of the participation of teachers from different regions of the State of Minas Gerais significantly values the diversity of experiences and contexts of teachers from different locations. Given this, some limitations must be recognized. First, the limitation of generalization of the results to other populations or educational environments. In addition, when dealing with subjectivity in the interpretation of the data, it may contain biases, since the perceptions and experiences are from the perspective of the researchers, also considering the cultural and temporal context in which the research was carried out. Finally, it is suggested that future research should apply the depth and scope of the investigation, including other techniques such as interviews or field observations.

FINAL CONSIDERATIONS

The analysis of the social representations of basic education teachers in Minas Gerais reveals a complex and multifaceted picture of teachers' working conditions. The reports highlight several challenges faced in the school environment, including institutional issues, inadequate infrastructure, work overload, student indiscipline, and the need for effective public policies. The lack of adequate resources is a concern that permeates the school environment and highlights the need for more comprehensive support to deal with work relationships, including emotional and social issues.

The reports show the love and dedication of teachers for the profession. The satisfaction and pride of the professional choice and in contributing to the construction of a quality public education are feelings presented by the teachers. However, paradox to this feeling, adverse working conditions, lack of recognition and devaluation of teachers are reported.

From the theory of SR(s), it is possible to understand that teachers' perceptions are shaped by their experiences and interactions in the school environment. These collective representations influence the way teachers deal with daily challenges and seek solutions to improve the quality of teaching, and not just the reproduction of knowledge. The teaching activity moves values, beliefs, attitudes, constituting part of their identity, of social and collective forces.

The process of construction of SR(s) and work relations is composed of the school, the public space and its interactions, where the subjects, together with others, elaborate,

share, communicate knowledge with a practical view, with a sense of belonging of those who know and occupy the place of speech. They recognize the institutional hierarchical role, and disagree when these affect their working conditions, their well-being, their didactic and pedagogical practice. In addition to formal knowledge, the role of teacher has in its essence the learning, the experiences, the common sense that are accumulated in the life history itself.

Thus, promoting quality education and valuing education professionals through public policies effectively address salary issues, career planning, working conditions, and school infrastructure. In addition, it is necessary to include the emotional and social dimension of teachers, recognizing the importance of their role in society.

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