

## DEVALUATION OF TEACHERS IN BRAZIL DUE TO STATE POWER

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**CONDENSATION:** This article summarizes the depreciation of teachers in the country due to state power. As already explained in the title, professional devaluation has reached several peaks in contemporary Brazilian society, reaching disciplinary institutions (the vast majority in basic sectors of national education, such as high school), resulting from state inadvertence in this problem. Throughout the topics, the authors' ideas and the data necessary to understand the obstacle that has multiplied over the years will be presented, consequently generating harmful consequences for the Brazilian population (most of them in poor families). Furthermore, the work that will be presented as the basis for all administrative analysis will be the 1st edition of "Temas De Filosofia" from 1992, by judge Maria Lúcia de Arruda Aranha (private school philosophy teacher in São Paulo), together with the partnership of the professor of the School of Communication and Arts at USP, Maria Helena Pires Martins. However, the writer's manuscript does not bring with it the data on educational devaluation (which is left to legitimate references of the current scientific community), but it exemplifies the different types of demagogic powers of the governmental hierarchical pyramid, from which social issues arise, which will be presented throughout the writing. Furthermore, the elements of analysis will be interconnected in space and time, disposing of postponement to history, added to valid references of the national entity, such as the establishment of the instructional analogy over the years, salary disregard, numerical reduction of academics in institutional spheres, factual elements in the territory of Mato Grosso, finalized by the absenteeism of national powers in such area.

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**Keywords:** Evacuation. Devaluation. State. Education. Salary.

### I. INTRODUCTION

The devaluation of education in the country reaches its peaks over the days, subsidized by the State's assiduity license in one of the most basic issues, education. Throughout history and contemporaneously, the discernment has been created that the most manual professions are the only ones devalued, which does not match the Brazilian reality. When we consider historical issues, we identify the lack of value given to home education over the last few centuries. Even though the country has great wealth, the number of disadvantaged people is enormous.

However, the increase in teacher disaffection in the country is worsening internally in

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primary and secondary education institutions (mainly public), directly affecting the poorest families in the nation, since with the professional eclipse in the teaching area, the rate of non-learning increases among the younger population, which as a result constitutes didactic depreciation, followed by a drop in the number of young people enrolling in universities and the course itself.

In addition, educators are not only under professional contempt, but also under salary contempt, since the government is based on the discussion, not seeking to deliberate on this perspective, leading to the evacuation of teachers in the various states of the national territory. As a whole, as stated in the abstract, the scientific article is divided into topics (introduction, development and conclusion), with a good part of the subdivisions (subtopics) in the second approach, such as: the rate of remuneration, the low number of young people in pedagogical courses, the number of teaching positions in the State of Mato Grosso, the absence of the national State in the educational issue, parallel to its relationship with the work *Temas De Filosofia*<sup>3</sup>.

In view of this, the written work presented is in itself a reflection, the opposite of a critique. Since the role of the academic manifesto is not to criticize government attitudes, but to draw attention to what is happening at the heart of institutions.

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Synchronously, what moves the whole society (whatever it may be) is called "educational teaching". Given that, without it, there is no progress in the community in which it is distant, since, with its absence, an extreme number of functional illiterates is generated, an increase in social inequality, a decrease in access to higher education, and even an increase in crime in a country. However, the one who mobilizes what has been explained is called a "teacher".

Nevertheless, being an educator resulted in the leadership of Antonieta de Barros, whoShe was the first black female deputy and was among the first three women elected in Brazil. The daughter of a freed slave who learned to read and write late in her life, Antonieta became a prestigious teacher and a great advocate, until the end of her life, for the eradication of illiteracy and the universal right to education in the country.

However, the absence of specialists from school activities is a factor in all the problems

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<sup>3</sup> The relationship with the thinker's work lies beyond any individual influence obtained through her reading. In addition to a study on the subject, my attention was drawn to the way in which the teacher teaches not only the history of philosophy, but also the humanist emphasis on the history of knowledge.

described here. However, the emancipation of the administrative authority regarding this serious issue is clear, leading to disaffection with the income that the educator himself will receive, which has been greatly mocked over the years.

In view of this, considering the salary degradation, there is a lack of harmony between the educator and his specific area, followed by the high rates of rejected higher education scholarships and the high dropout rate among students, since the first benefit they think about is the value they will receive in the job market.

## 2. DEVELOPMENT

However, even if the state is democratic, forms of violence occur that, even if not clearly perceived, are no less effective. Through symbolic violence, the state interferes in numerous sectors of public life in order to reproduce behaviors that are desirable for maintaining power. (1992, p. 173).

According to the philosopher and professor in question, the state has the capacity to use means of violence (this exuberance is not always done through force, but also through legal means present in a community), which, on many occasions, are noticeable or imperceptible to the population.

Among these circumstances, the devaluation of the national teacher stands out, producing different problems as explained in the introduction, but the starting point is the lack of affection for educators in Brazilian territory. Furthermore, according to a survey of 35 countries, conducted and published by Dez. Com. Br, Brazil ranked first as the country that least values its teachers.

According to the website's data, the Difference between Brazil and other countries (in addition to the continued scorn) is the concentration of large numbers of students for a single teacher. While other territories (China is an example) have 12 students for a single professional, in Brazil the reality is quite different.

In parallel, the same study emphasizes the importance of specialization in the area of education, as this contributes to a percentage of students enrolling in universities. Despite this, the data also reveal that only 29% of science teachers in the country have a specialization in the area, unlike other countries, such as Finland, where 83% of teachers (in public schools) have specializations in the area of science. This increases the rate of social obstacles, directly harming individuals from the poorest Families in the country. But unlike this issue, the specialists themselves are targets of salary devaluations, which continue to be the case.

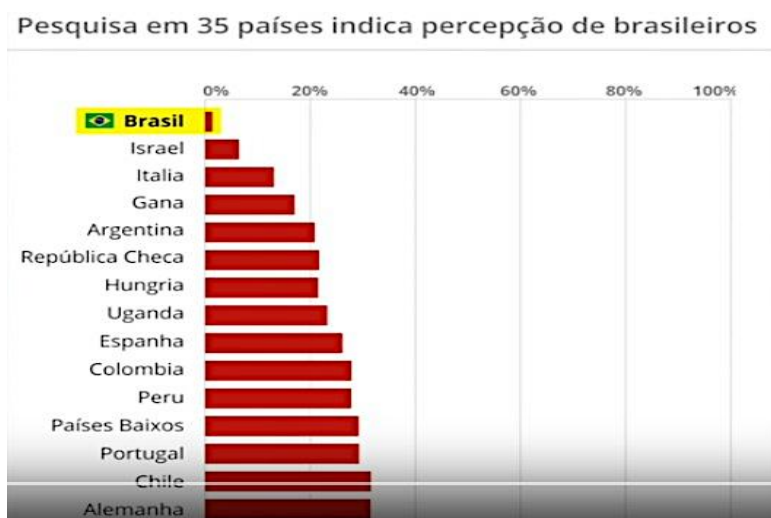


Figure 1 - "The ranking shows teacher burnout and overcrowded classrooms. Public schools have more than 40 students for each teacher. The problem continues from elementary school to high school." (2018).

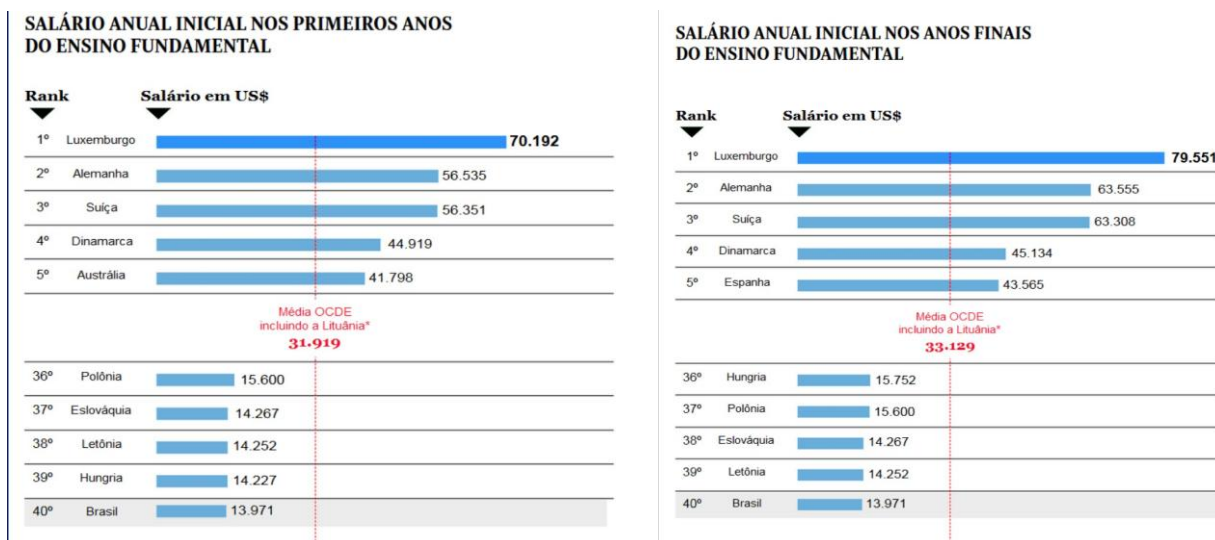
## 2.1 SALARY RATE

This situation is reported on the Jornal Hoje "Conectando Saberes" in 2023, in which the members of the organization interviewed 6.4 thousand educators from public and private schools, from all states and the Federal District. The result shows that 77% believe that salaries and career plans lead educators to give up their work. These numbers increased due to the pandemic, as they faced great difficulties in getting involved in the education system, causing psychological problems, trauma, panic in relation to the classroom and the dismal monthly remuneration received.

According to the announcement of the new minimum wage (law no. 11738/2008), released by the Ministry of Education, the national professional salary of public education teachers in basic education for the fiscal year 2024 will be adjusted by 3.62%, with the new minimum value being R\$4,580.57, valid throughout the country, for a 40-hour week. This amount differs from previous years, such as 2020, when the minimum wage went from R\$2,557.74 to R\$2,886.24.

Parallel to this statement, in a final course work, published on the Google platform, by an academic, Carolina Vieira dos Reis, from the Calafiori College, in the city of São Sebastião, who, through a survey carried out every year by the Organization for Economic Cooperation and Development (OECD), in early 2018, data from the same showed that the salaries of

Brazilian teachers are immensely low when compared to the salaries of teachers in developed countries. Let's look at the graphs:



**Figure 2** - both graphs show the salaries of brazilian teachers in relation to other countries. (2018, pages 2 and 3).

When interpreting them, we notice the country in 40th place, because in this sense, they are part of the Education At a Glance 2018 study that maps data regarding education in the 40 (forty) member countries of the organization and 10 (ten) partners, including Brazil (UNDIME, 2018). According to the first graph, a teacher at the beginning of their career who teaches Elementary School, in the initial years in public institutions, receives, on average, US\$ 13,971 dollars per year in Brazil. While, in Luxembourg, it is the country with the highest salary for teachers, who receive US\$ 70,192 dollars (UNDIME, 2018). In the second graph, the country continues with the annual starting salary of US\$ 13,971, being in the last position, while the OECD average rises to US\$ 33,126. While in other territories there is a sharp increase in salary annually, in Brazil there is a minimal increase (occasionally) in the value itself.

However, another survey carried out in 2022 with 45 countries (published through the App Sindicato website) shows the same statistic, but with different values, with Slovakia being the only country to surpass Brazil with the greatest stipend devaluation; It is pointed out that Brazilian judges receive an initial salary of US\$13,549 per year, and that after ten years of work in preschool, the salary increases to US\$15,457 per year, reaching US\$21,622 per year for those who work in the final years of high school. According to the academic observation:

In Brazil, in addition to the average annual salary, it is below the OECD average; it varies less according to the level of education, for example, in

OECD countries in high school, teachers are paid 25% more than in early childhood education, in Brazil it does not reach 5% percent. (2018, p. 68).

## 2.2 LOWER ACADEMIC INDEX IN PEDAGOGY COURSES

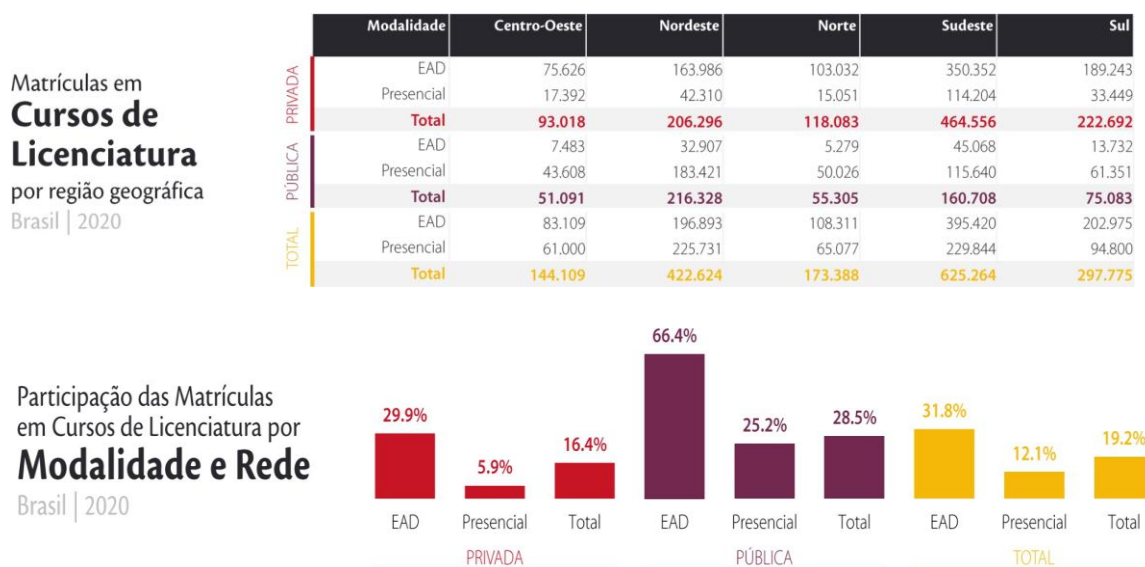
School education in the national territory is undergoing a process of devaluation at its core. The reduction in the number of students enrolled in pedagogical courses will generate what, in the near future, is called a "teacher shortage in the country", that is, the imminent risk of a lack of teachers in all stages of basic education.

According to the higher education census released by INEP (listed on the Semesp platform), in 2020, more than 1,300 institutions offered undergraduate courses, of which 1,100 were private and 196 were public. These HEIs offered 2.9 million new places in more than 7,700 courses. However, in the same year, enrollments in undergraduate courses represented 19.2% of the total, that is, 1.6 million students (1.1 million in the private network and 558 thousand in the public network), with the majority (59.3%) in distance learning courses. In addition, higher education registered 696 thousand entrants and 243 thousand graduates of these courses. Let's look at the graphs:

**Figure 3** - both graphs show the number of enrollments in Brazil in 2020, in public and private networks (distance learning and in-person):

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*Although the undergraduate course is larger in the southeast region (around 625 thousand or 37.6%), its representation in relation to the total number of students is the lowest in the country (16.1%). In the north region, one to four students are enrolled in an undergraduate course." (2022).'*



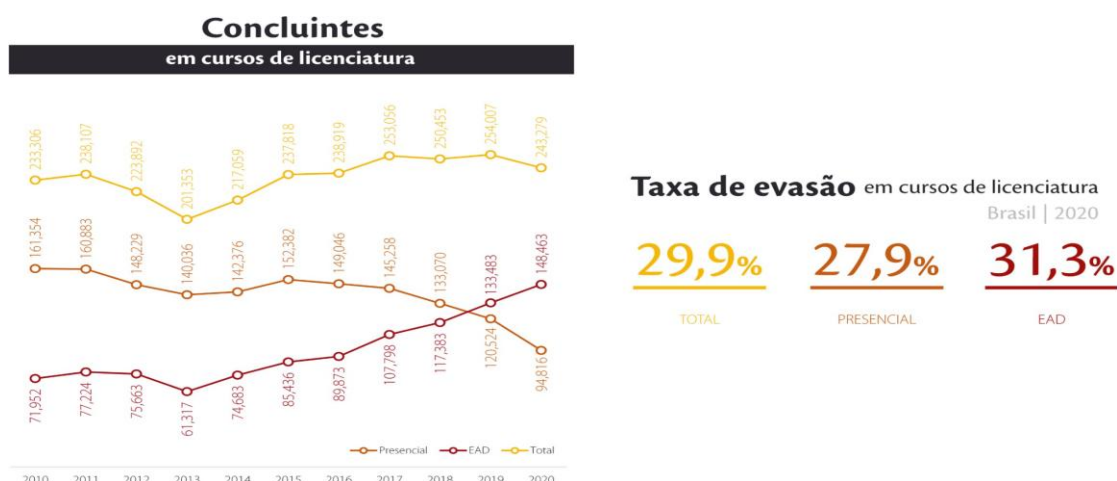
**Source:** INEP. Prepared by the Semesp Institute and MK Statistics (2022).

In addition, as shown in the data, enrolling in a higher education course is not



synonymous with completing it. Even though the number of freshmen increased by 53.8% between 2010 and 2020, the number of graduates in undergraduate courses showed a much smaller growth in the same period, only 4.3%. In addition, dropout rates are high, especially in distance learning courses, and in 2020, this rate reached 29.9%, that is, one in three students did not complete their degree. Let's analyze the sources:

**Figure 4** - dropout rate in undergraduate courses in Brazil:



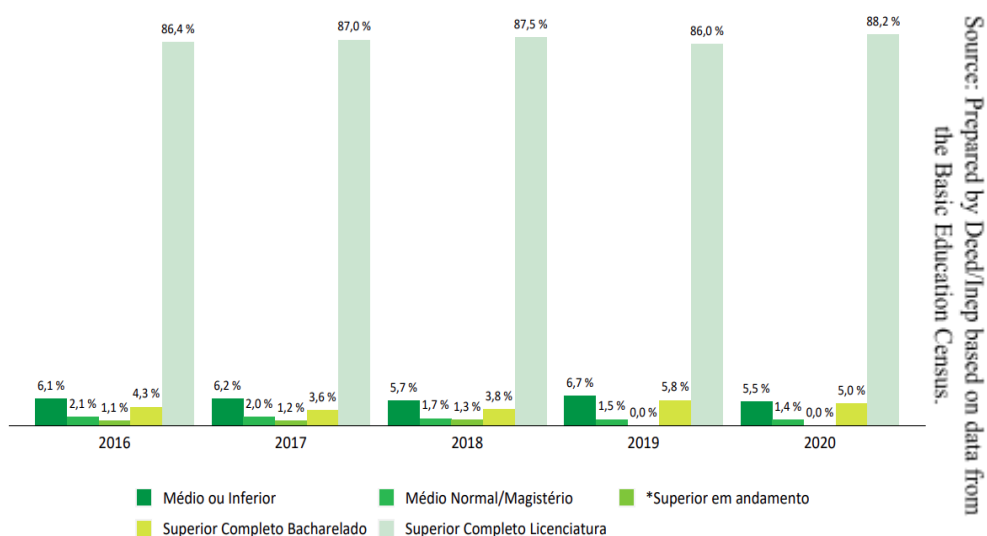
At the same time, it is observed that the pedagogical devaluation begins at the base, in the preparatory courses. It extends to the highest aspects of society, such as the national community itself, caused by the absence of the state in several factors, such as resources for institutions or platforms (in this case in public institutions), salary devaluation in the job market (seen on page 6) and mainly the lack of social investment in students (social assistance that makes it easier for them to remain in the courses). In a unified manner, Master Maria Lúcia de Arruda Aranha exemplifies this scenario in her work:

But it is also important to know whether men have not lost the desire to dream and have not found themselves brutalized by uninteresting and superficial work. (Symbolic) violence tends to progress in societies where men remain uncreative, who have lost the meaning of existence and hope for better days. (1992, p. 174).

This circumstance is observable in the state of Mato Grosso, where the number of professionals trained for schools has decreased over the years, due to factors already described here. We will see these data later.

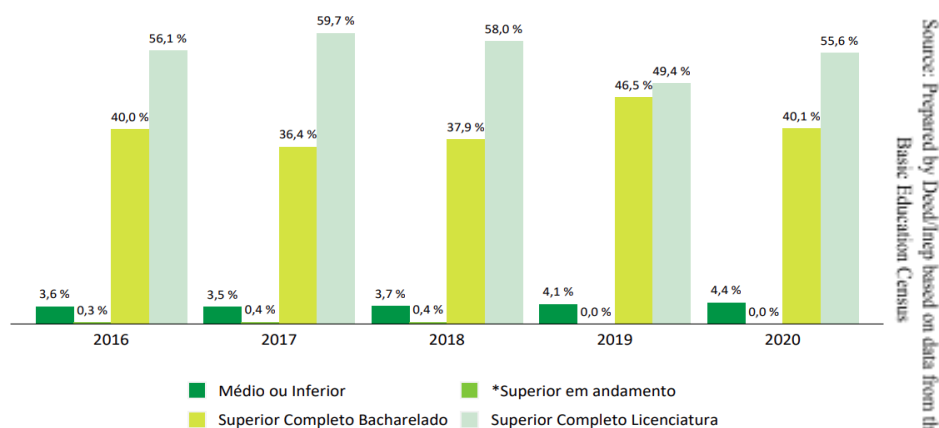
## 2.3 NUMBER OF TEACHERS IN THE STATE OF MATO GROSSO

In view of this subtopic, it would be essential to describe all the characteristics of pedagogical devaluation, and not demonstrate the primary factors in the disciplinary institutions of the state of Mato Grosso. Following this reasoning, available from the 2020 Basic Education Census, it shows that in that year, 39,258 teachers were registered in basic education in the State of Mato Grosso (a very low number for the size of the state). Most of these teachers work in the final years of elementary school (37.4%), in which there are 14,686 teachers. Of the total number of teachers working in the initial years of the year, 93.2% have completed higher education (88.2% with a bachelor's degree and 5.0% with a bachelor's degree), and 1.4% have completed high school/teaching. Furthermore, 5.5% with a high school or lower level were identified, who work in elementary education, 25,597 teachers, of which 12,778 work in the initial years and 14,686 work in the final years. Let's take a look at the graph:



Furthermore, a total of 11,290 teachers worked in secondary education in 2020. Of this total, 95.7% have completed higher education (55.6% have a bachelor's degree and 40.1% have a bachelor's degree). Let's analyze the second graph:

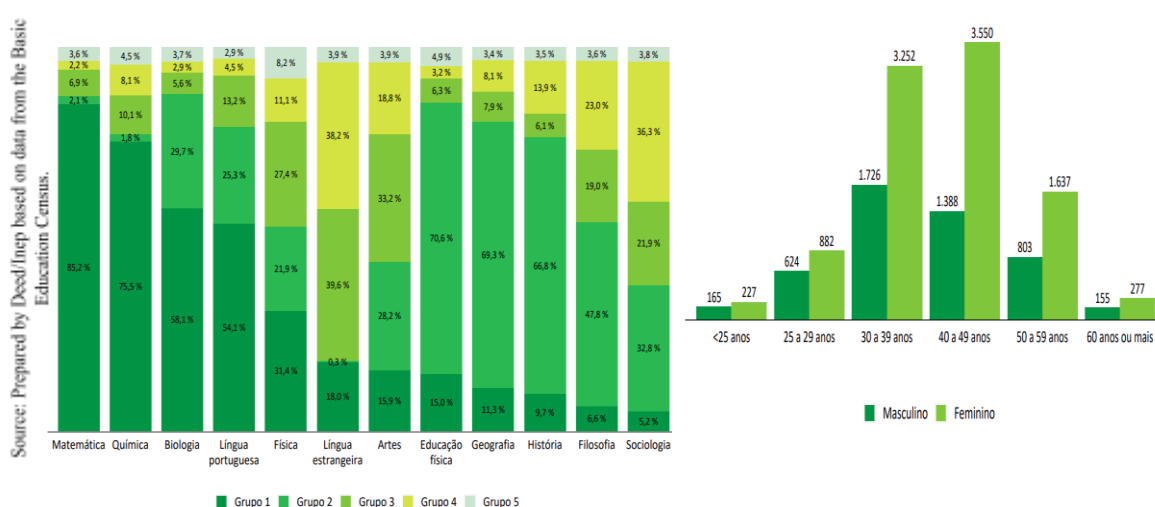




However, according to the indicator of adequacy of teacher training for the teaching stage in question, the worst result is observed for the subject of sociology, in which 5.2% (group 1) of the classes are taught by teachers with adequate training. The best result of the indicator of adequacy of teacher training is observed for the subject of mathematics, with a percentage of 85.2%. However, the number of teachers in the state varies in terms of age, with the highest percentage of teachers aged 40 to 49. Both graphs cover:

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**Figure 7** - index of teachers in school disciplines in the state of mato grosso and table regarding The age and sex of educators:



In this same sense, there is a difference in the number of professionals trained in different areas. This makes it clear that education is being undervalued, especially in the

humanities (history, sociology and philosophy), which are essential for individuals in their learning phase. According to the data, these numbers tend to remain the same if nothing is done. However, when a teacher trained in a subject is absent, another teacher who does not have the training takes his place, causing the country's basic education to regress.

However, the State is the main person responsible for this social phenomenon, since the national school issue is attributed to its service, which is only valued in other areas of society, forgetting that the person primarily responsible for generating all the activities of the global community is called a "teacher".

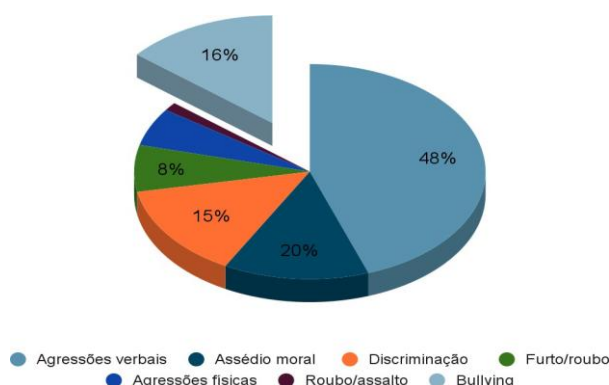
## 2.4 THE SYMBOLIC VIOLENCE OF THE NATIONAL STATE IN THE TEACHING ISSUE

The violence committed by the state, which is attributed to third parties, often goes unnoticed by the population. In addition to wage injustice, the decrease in the number of students in undergraduate, bachelor's or pedagogy courses also comes from other (even more serious) violence against educators. According to another global survey (published by GI), by the Organization for Economic Cooperation and Development (OECD), Brazil has high rates of school aggression against teachers.

The study in 2019 showed that the internal environment of Brazilian schools is more prone to bullying than the international average; situations of intimidation occur (of which 28% of Brazilian school principals reported such occurrences); 10% of Brazilian schools report situations of verbal abuse against teachers; Furthermore, 12.5% of Brazilian educators interviewed by the OECD in one state in 2017 said they were victims of verbal aggression and intimidation by students.

In the same vein, the 2019 study indicates that 54% of Brazilian teachers have already suffered some type of violence in the classroom. Among the most common acts of violence against teachers are:

Verbal aggression (48%),  
Moral harassment (20%),  
Bullying (16%),  
Discrimination (15%),  
Theft/robbery (8%)  
Physical aggression (5%)  
Robbery or armed robbery (2%)



Therefore, we notice the state's lack of attention in issues involving aggression against teachers, such as the lack of investment in awareness policies in institutions, laws that act against those responsible for the student who committed such an act, and above all, the appreciation of the same in several other aspects mentioned.

The teacher, in addition to suffering from salary, psychological and physical disregard, is also left aside in all the aforementioned senses, thus committing the devaluation of not only teaching, but also social, seen from the governmental sphere of the country.

## FINAL CONSIDERATIONS

Therefore, we conclude that Brazilian teachers are constantly undervalued, given the economic, social and administrative aspects that affect them. We can see a decrease in the number of young people enrolling in educational courses, accompanied by a depressed number of qualified professionals, and finally, a reasonable number of teachers in the state of Mato Grosso, followed by a drop in the number of humanities educators.

In this context, this article has provided an abundance of teaching and learning to the academic throughout its production, directly impacting the way he himself viewed and observed the national educational scenario, which may impact the reflection of higher education institutions, other colleagues (future lawyers), and even teachers to contemplate the educational scenario in the country. Therefore, we hope that the Brazilian State will address the errors that have persisted over the years, taking a lenient stance regarding the devaluation of teaching in Brazil.

I conclude with the words of educator Maria Lúcia de Arruda Aranha:

We must also emphasize that the relationship of knowledge implies a transformation of both the subject and the object. The subject is transformed by new knowledge, and the object is also transformed, because knowledge gives it meaning. (1992, p. 49).

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