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*Artículos científicos*

## **Práctica profesional y repercusiones biopsicosociales de docentes de educación media superior por el confinamiento en Hidalgo, México**

***Professional Practice and Biopsychosocial Repercussions of High School Teachers Because of Confinement in Hidalgo, Mexico***

***A prática profissional e repercussões biopsicossocial dos professores do ensino secundário pelo confinamento em Hidalgo, México***

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## Resumen

El objetivo de esta investigación consistió en conocer las adaptaciones en la práctica profesional de los docentes de nivel medio superior a partir del cambio de paradigma educativo por la pandemia de covid-19 y los efectos en su salud biopsicosocial. Para lograrlo, se recurrió a una metodología cualitativa, descriptiva e interpretativa por su alcance, sustentada a partir de una entrevista a profundidad y el análisis institucional también llamado *etnografía escolar*. Los resultados se presentaron como una “novela” construida a partir de la narración de la participante. Se develó que el cambio de paradigma educativo representó un desafío para los docentes en diversos ámbitos, pues la implementación de la modalidad en línea generó una sobrecarga de trabajo y obligó a docentes y alumnos a adquirir los medios para continuar con las clases vía remota. La privacidad de los profesores y alumnos se vio expuesta al convertir sus hogares en las nuevas aulas escolares y surgió el temor a ser objeto de burla. Los resultados también mostraron la presencia o el agravamiento de diversos padecimientos biopsicosociales: dolores en la zona lumbar, problemas de sueño, estrés excesivo y agotamiento mental. Esta investigación puede ser considerada como una muestra de lo que han vivido otros integrantes del magisterio en México y el mundo.

**Palabras clave:** docencia, educación a distancia, salud.

## Abstract

The objective of this research was to learn about the adaptations in the professional practice of high school teachers from the change in educational paradigm due to the COVID-19 pandemic and the effects on their biopsychosocial health. To achieve this, a qualitative, descriptive and interpretive methodology was used, supported by an in-depth interview and institutional analysis also called *school ethnography*. The results were presented as a "novel" constructed from the participant's narration. It was revealed that the change in the educational paradigm represented a challenge for teachers in various fields, since the implementation of the online modality generated an overload of work and forced teachers and students to acquire the means to continue with classes remotely. Teachers' and students' privacy was exposed by converting their homes into the new school classrooms and fear of being mocked arose. The results also showed the presence or aggravation of various biopsychosocial conditions: lower back pain, sleep problems, excessive stress and mental exhaustion. This



research can be considered as a sample of what other members of the teaching profession in Mexico and the world have experienced.

**Keywords:** teaching profession, distance education, health.

## Resumo

O objetivo desta investigação consistiu em conhecer as adaptações na prática profissional dos docentes do ensino secundário a partir da mudança do paradigma educativo pela pandemia de Covid-19 e os efeitos da saúde biopsicossocial. Para alcançar o objetivo, o trabalho realizou-se desde uma metodologia qualitativa, descritiva e interpretativa, sustentada a partir de uma detalhada entrevista e análise institucional também chamada etnografia escolar. Os resultados apresentam-se como um romance contruído a partir da na narração do participante. Demonstrou-se que a mudança no paradigma educativo representou um desafio para os professores em diversos âmbitos, pois a implementação da modalidade *online* gerou ma sobrecarga de trabalho obrigando os professores e os alunos a adquirir os meios para continuar com as aulas remotamente. A privacidade dos professores e dos alunos viu-se exposta ao converterem as suas casas nas novas salas de aula e surgiu o medo a serem ridicularizados. Os resultados também mostraram a presença ou o agravamento de diversas doenças biopsicossociais, caracterizados por dores na zona lombar, problemas de sono, stress excessivo e esgotamento mental. Esta investigação pode ser considerada como uma amostra do que viveram outros membros da função docente no México e no Mundo.

**Palavras-chave:** profissão docente, educação a distancia, saúde.

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## Introduction

Institutions are present in people's lives, from before they are born until after they die, each one with specific objectives and interests. For Fernández (1994), institutions are cultural objects that reflect a certain amount of social power and are used to regulate the individual behavior of people; that is, they are the guardians of the established social order, since they provide subjects with protection that allows them to organize their world, which would otherwise be perceived as chaotic and threatening. It should be noted that the institution is not synonymous with institutional establishment, since the former is in charge of maintaining



and transmitting the socioeconomic and sociopolitical elements (norms and values) present in the context; while the institutional establishment refers to its concrete and formal existence, which is endowed with a space, facilities and personnel (Barriga, 1979).

Although there are various institutions, this work takes up educational institutions, which have their own configurations and enjoy a privileged place in the processes of socialization and influence of society, since the school cares for and promotes the values that govern the culture and the social group that is in power, so they are in charge of transmitting the dominant ideology (Nateras 2013). In this sense, the educational institution has the ability to adapt to its context, because through innovative solutions it manages to continue with its fundamental task, as happened with the 2019 coronavirus disease (covid-19) pandemic (Tam and El-Azar, March 13, 2020).

Educational practice is influenced daily by factors that have been classified as external and internal. For authors such as Esteve (1994), external factors are authentic social phenomena, and when they accumulate, they influence the image that the teacher has of himself and intervene in his professional performance. External factors are caused by environmental conditions or the social and cultural context that surrounds the teacher. Although its action is indirect, it affects the teacher's efficiency by reducing his motivation, involvement and effort. Contextual factors can generate a feeling of bewilderment and helplessness, in addition to the fact that they are beyond the control of action and individual intervention of teachers.

One of the problems detected and involving the external sphere is that related to the covid-19 pandemic, since it generated a change in the educational paradigm at all educational levels. This change occurred once the Ministry of Public Education (SEP) and the Ministry of Health (SSA) announced the suspension of face-to-face classes as a preventive measure to prevent the spread of the type 2 coronavirus that causes severe acute respiratory syndrome (SARS-CoV). -two). Initially, the suspension was scheduled for the period from Monday, March 23, 2020 to Monday, April 20 of the same year (SEP, March 16, 2020). However, said suspension of activities lasted more than 23 months, although the vaccination of teachers began on January 22, 2021 in the state of Campeche (SEP, January 22, 2021). It should be noted that, although some institutions have returned to traditional school classrooms, this is not the case for all entities or all schools in the country.

Another problem generated from the teaching of online classes and that represented a challenge for all institutional actors and educational systems was that they were forced to incorporate information and communication technologies (ICT) to continue with the pedagogical processes. Situation that put many teachers in check, since they were not trained to apply ICT in their professional practice. In this sense, the first efforts to continue teaching classes cannot be considered as distance education, since they were only attempts to rescue the usual work within the classroom (Connectas, 2020).

A situation that also arose from the implementation of distance classes is related to the substantial increase in the workload of teachers, since, as part of the emerging educational processes, teachers had to perform new functions, among which highlight the feedback of student learning through Instagram, email, WhatsApp, YouTube, Zoom or Google Meet, in addition to the design of various strategies to address educational content (Ramos, García, Olea, Lobos and Sáez, 2020). It should be noted that prior to the online modality, there was also a work overload characterized by excessive administrative work. In fact, Esteban Moctezuma Barragán himself, former secretary of the SEP, pointed out that teachers spent up to 50% of their time attending to matters unrelated to their professional practice, which represented a distracting factor that prevented teachers from focusing on teaching classes. and student learning (SEP, 6 de diciembre de 2018).

The covid-19 pandemic is an external factor that represented a transformation in the educational field and generated various problems in the school population. However, internal factors also intervene in teaching practice. It is worth remembering that when talking about them, reference is made to all those elements that are related to the school context and directly affect the professional practice of teachers, an example of this is school micropolitics. For Hoyle (1982), micropolitics has to do with "the strategies with which individuals and groups in educational contexts try to use their resources of power and influence in order to promote their interests" (p. 88).

Another example is related to the political alliances between the union, managers and political parties, as happened in 2020, when the National Electoral Institute (INE) confirmed that the National Union of Education Workers (SNTE) had been the one in charge of financing the organizations Redes Sociales Progresistas (RSP), linked to Elba Esther Gordillo, and Grupo Social Promotor de México (GSPM), formerly Nueva Alianza (Panal), so that they meet the requirements and achieve recognition as political parties (García,

August 22, 2020). In this sense, political influence within educational institutions is the result of coalitions that are formed to achieve particular goals (Mahoney and Thelen, 2009).

Although the elements that make up the internal sphere allow us to understand the power struggles that exist in schools and the origin of the conflicts that arise within them, for the purposes of this research, the analysis that will be carried out will focus on what refers to the change of educational paradigm as a consequence of the covid-19 pandemic and the effects on the biopsychosocial health of teachers, since educational practice generates various biopsychosocial ailments in some members of the Mexican teaching profession, which are the result of the elements that intervene indirectly or directly in your professional practice.

To analyze these elements, school ethnography, also known as institutional analysis, was used. School ethnography has several purposes, among which the description of the context of the educational institution and its daily life stands out in order to understand and interpret the educational reality (Olmos, 2016). In this sense, through school ethnography it is possible to know what each institutional actor lives and interprets, that is, teachers, managers, students and parents, regarding what happens in the educational context (Maturana and Garzón, 2015 ). That is why educational institutions should not be considered as separate entities from the "rest" of the social, since they are influenced by society and, therefore, will always involve macrosocial references (Escolar, 2010).

Research focused on health within the workplace has been presented since the Industrial Revolution (Escalona, 2006). And, as has been pointed out throughout the work, teaching practice implies that teachers are constantly exposed to situations that can reduce their physical, mental and social health. Prior to the change in the educational paradigm, teachers already manifested effects on their biopsychosocial health as a consequence of their professional practice and the traditional conditions of occupational exposure, the presence of some level of mental wear being frequent (Morales, 2021). As of the pandemic, some ailments emerged or worsened, which are listed below.

As for conditions of biological-medical origin, Ordóñez and Saltos (2018) indicate that it is common to find gastrointestinal conditions, respiratory disorders, musculoskeletal pain, cardiovascular diseases and migraines. From the implementation of the online classes, the teachers mainly manifested the presence of pain in different parts of the body, especially in the area of the dorso-lumbar spine and the neck, as well as discomfort in the shoulder, wrist- hand and elbow-forearm (García y Sánchez, 2020).

For its part, the effects in the psychological area, prior to online classes, were characterized by the presence of lack of motivation, acute stress, depression, anxiety and sleep disorders (Ortiz, 2011). Once the distance modality began, teachers reported the presence of emotional suffering as a result of isolation and work overload (Costa et al., 2020). In addition, stress levels increased due to various factors related to the online modality, such as poor connectivity, lack of skills in the use and management of ICTs, unfavorable economic situation and social inequality; situations that were evidenced from the pandemic (Gervacio and Castillo, 2021).

Finally, the social area has also been affected by teaching practice, even before the pandemic. This can be seen in the study carried out by Herrera, Luna and Escobar (2019), who found that teachers had to alter their relationships with friends, postpone personal projects, sacrifice time with family and friends, as well as negotiate time with their partner in order to comply with institutional requirements. As a result of social confinement, teachers had to learn to deal with their private life and with distance teaching in the same space, which generated various conflicts due to the difficulty of separating the family environment from the work environment (Gómez, Guarín, Uribe and Vergel, 2020).

Taking into account the problems mentioned above (change of educational paradigm, difficulty in incorporating ICT in the distance modality, increased workload, alterations in diet, presence of digestive problems, sleep problems, pain in the area lumbar and neck, stress, depression, anxiety, emotional suffering and alterations in social relations), this article has as a general objective to know the adaptations in the professional practice of teachers of upper secondary level from the change of educational paradigm by the covid-19 pandemic and the effects on their biopsychosocial health. The questions that this research seeks to answer are: what was the professional practice of high school teachers like before the covid-19 pandemic? What adaptations did high school teachers make in their professional practice to respond to the change? educational paradigm due to the covid-19 pandemic? And what are the biopsychosocial consequences presented by the fulfillment of institutional demands?

## Method

It is a descriptive and interpretive research with a qualitative approach with a non-experimental design. An inductive-analytical method is used. Due to the fact that at no time was it sought to evaluate pre-established hypotheses or theories, new questions and categories of analysis could be added during the course of the investigation (Herrera, Luna and Solano, 2019). Through the biographical method, we sought to delve into the deepest knowledge of the participant's life, making what was implicit explicit (Zhizhko, 2016). In this sense, it should be noted that, when speaking of qualitative research, reference is made to that which “[seeks] to expose and understand the interactions and subjective meanings (individual and group); obtain direct knowledge of social life, not filtered by concepts, operational definitions or classification scales” (Álvarez-Gayou, 2004, p. 25).

To meet the objective of the study, the narrative of the participant is presented in the form of a novel. Narrative seeks to express in words what he lived, thought and felt, which implies resignifying his experiences, giving meaning to his own history and renaming and recreating various events, which do not seek to respond to a chronological or objective order, but they seek to respond to a logical and subjective framework (Arias and Alvarado, 2015). The experiences of the participant became the protagonists of the story, while she was the narrator, regardless of the time elapsed since the events occurred.

## Competitor

The participant is a 27-year-old woman. She has a degree in English Language Teaching. For six years she has dedicated herself to teaching at different educational levels and workplaces.

## Stage

Due to sanitary conditions, the in-depth interview was conducted virtually through the Zoom platform on March 5, 2021 at the time proposed by the participant.



## **Ethical considerations**

Prior to the interview, the objective of the inquiry was explained to the participant and her authorization was obtained to record the session and publish the results obtained. She had a digital informed consent made in a Google form, which was answered before the interview. Aspects related to confidentiality and anonymity of participation were taken care of. For this reason, and to protect her identity, she was assigned the pseudonym Andrea. Finally, any information that could lead to her possible identification was omitted.

## **Materials and procedure**

The in-depth interview was recorded and a semi-structured interview format was used that covered teaching practice prior to confinement and the adaptations that teachers had to make from the change in educational paradigm due to the covid-19 pandemic, as well as the state biological, psychological and social teacher. Once the in-depth interview was carried out, it was transcribed, a detailed reading was carried out, the information that would form part of the story was selected, and the “novel” was written. Later, this was presented to Andrea, to add, remove or modify the information that she considered pertinent, since, as Arias and Alvarado (2015) maintain, constant feedback between the researcher and his participants is necessary in narrative research, since it is intended that the approach allows understanding the senses and meanings of shared experiences. It is worth mentioning that the researchers are only the rapporteurs who elaborate a "novel" that reflects the experience of the participant, which is built from her narration, which allows revealing part of her reality as a teacher of medium level superior.

## **Analysis of data**

The analysis of the information was carried out through an artisanal process, that is, no software was used, since the data obtained was intertwined with the events that surround the teaching practice in order to understand the elements that intervene with the topic of interest (Zhizhko, 2016). In addition, as Rodríguez and Medina (2014) point out, by not using any type of software, creativity, critical analysis, reflective capacity and a holistic vision of research are promoted. At all times it was sought to reflect the particularity in the experience of the participant and to avoid, as far as possible, that the research became rigid.



To analyze the interview, the information was categorized based on the axes established at the beginning. The emerging categories that emerged during the participant's narration and that turned out to be fundamental axes that enriched the study were also included. Once the information was analyzed, the research questions were taken up again to be discussed in light of the qualitative data obtained.

## Results

### Educational practice before the pandemic

Andrea was born in a municipality in the state of Hidalgo in the 1990s. She is the third daughter of a traditional marriage and has three brothers. Throughout her life, her great passions were clear: literature and languages, so she decided to study a career related to one of these areas.

Andrea is a teacher who, despite her young age, has worked at different educational levels: primary, secondary, high school, university and adult education. Thus, she has added around six years of experience in front of a group. Currently, she is working in a public institution of high school level.

Andrea remembers how she taught educational content before social isolation was declared: "Before I used teamwork, I really liked working with project-based learning, problem-based learning and experience-based learning." The teacher herself points out that the strategies that she implemented sought the acquisition of significant learning through the performance of specific tasks.

Ella Andrea tried to manage her time in such a way that she would not be overwhelmed by reviewing assignments and exams. "At class time we would do a significant, simple exercise that would end and at that very moment we would qualify". However, activities other than teaching forced her to dedicate extra time, especially to fill out various formats: class planning, evaluation plan, evidence portfolio, among others. "At school, they just change formats for others."

In addition to filling out various formats, the professors had to participate in various commissions assigned by the directors: "If you have hours left over, they can assign you the development of projects, which is research methodology"; support at an event: "If we had an event or an authority came, they asked you to support and assigned you something", or the

care of the students on a school trip: "I went once, that day I worked four hours and it was to be all day".

These activities were also requested by the school union, since teachers were often asked to attend the various marches organized at the state and national levels:

They asked us to go to meetings, although I always escaped. Once they told us 'go to Mexico to parade, it is the union's 60th anniversary and this has to be done' and they condition you [referring to a legal benefit].

The fear of losing some of their benefits has led most teachers to participate in union activities, although Andrea points out that these "warnings" do not even come from the union representative, but from their closest friends.

### **Adaptations in educational practice during the pandemic**

The dynamics that existed in the school had been normalized by institutional actors; however, with the arrival of the covid-19 pandemic, all sectors were forced to adapt to cope with this global event, and education was no exception. With the social isolation declared by the federal government, the uncertainty arrived. The educational authorities told their teachers to seek to finish the semester in the best possible way. "They just told us: 'it's going to have to be done online, use what you can or do whatever you can'". Given these instructions, Andrea looked for strategies that would allow her to finish the semester online. "I kept using the same collaborative work strategies, but I had to learn to pass them virtually and I think I knew how to do it or it worked out for me." Perhaps due to her age and her familiarity with the use of ICTs, Andrea managed to apply them successfully in the educational field, although she had various difficulties:

The first semester that we were online cost me a lot and more for the students, that they get used to it and follow you. There was a partial class left. I worked with Facebook and social networks, I turned them into an educational group and we were leaving lessons on the explanation videos.

In addition to capturing and keeping her students' attention, Andrea came up against the harsh Mexican reality. And it is that not all students can access a computer, cell phone or internet. "Sometimes I feel that out of shame or fear they don't say it and you think: 'he doesn't want to connect'".

The virtual modality implied that Andrea had to acquire the means to continue teaching classes. “I had to change teams. I already had an internet connection, but the network saturation came and I had to change the speed so that it would not get stuck”. Her privacy was also compromised, so she found a space in her room where only one wall could be seen to prevent the students from knowing her house and the people who live in it.

That was how, despite all her difficulties, Andrea managed to complete the virtual semester. Like her, the educational authorities discovered through trial and error which strategies were the most appropriate to continue with the online modality. This is how the directors gave new indications. “Now they do have to give Zoom sessions and be there every day, even if they are doing a job they have to be watching them.”

This situation implied a new challenge for Andrea, since she had to face one of her greatest fears: “When you are in front of a camera, a thousand things can happen, they record you and if you make a funny face you become a meme. And all of that scared me.” Despite her fears, Andrea knew that it was necessary to turn on the camera and teach her classes, so she decided to put her fears aside and continue with her professional practice.

Since she started online, her workload has increased. “Everything is in the moment. They tell you: 'there is a meeting, they have to send this for tomorrow'. I think we all work for hours and we are attending to our groups, and that they think they are owners of your time does bother a lot”.

Complying in a timely manner with administrative tasks and those related to teaching implies the investment of unpaid overtime. Faced with this situation, Andrea took a clear position: "I only work on my schedule because it is only what they are paying me." This decision was made after concluding the first semester online, since this modality had just started "it was very difficult to spend all day on the cell phone receiving messages, on the computer reviewing work, because they sent them to you at the time they wanted."

Despite the increase in work through the online modality to prevent the spread of covid-19, other activities did not stop working. At the beginning of December 2020 and in January 2022, the union called for a march to demand the payment of the bonus to homologated and retired workers. "It was like this: 'you have to go to the march', but we were in the midst of a pandemic and it was 'I don't have a car, how do I go?' ‘Well, go with another partner’”. Andrea managed to go to this march, since she was able to agree with a partner;

however, she found out about infections among teachers from other institutions after this event.

### **biopsychosocial consequences**

Given the elements that intervene in the teaching practice and the change in the educational scheme, Andrea presented some effects on her biopsychosocial health status. She comments that the effects on the biological area during face-to-face classes were related to being on your feet for several hours: "Being on your feet all day tires you out." While during the virtual modality there have been pains in the lower back: "Sitting in front of a computer for three or four hours causes me back pain". And also changes in her diet: "There are days when I'm not hungry."

Regarding the consequences in the psychological area, our participant has detected the presence of stress, mental and emotional exhaustion. Andrea points out:

There came a time when I felt very tired in online classes. I gave classes, but with the camera off. The students tell you: 'Teacher, is she okay? What is wrong with her? Is she angry?' And you deny it, but inside you're holding back the urge to cry, scream or do something to get rid of that anxiety or that episode you're in.

In addition to this episode, Andrea shares that she has also had sleep problems: "There was a time when I couldn't sleep; and at another time she did not want to wake up." Her demands and constant stress pushed Andrea over the edge. In addition to this, Andrea and other teachers are going through a particular situation, since although the law indicates that they should have been assigned a fixed or definitive position, this process has been delayed: "I have been accumulating it and I have thought about resigning, more now You don't have job security. They only give me five-month contracts."

Finally, regarding the social sphere, Andrea considers that her relationships have not been affected, since she tries to separate the professional from the personal. "Several experiences that happened to me in other schools made me realize that I had to learn to separate the professional from the personal." However, she admits that she has put off studying for a master's degree abroad. "When they made the reform change, the plan was to basify us all. They told me: 'you will be able to apply for a master's degree and leave with or without pay, and then return to your job.'"

The uncertainty regarding her work situation, as well as her adaptation to the new educational scheme, have been some of the challenges that Andrea has had to face; however, she is convinced of her work and of what she is contributing to her students, so every day she tries to give her best and ensure that her students acquire the knowledge that she gives them. try to stream.

## Discussion

Like several institutions, the school had to immediately adapt to the demands of its environment to continue with the student training processes, without its institutional actors being able to resist. In the case of high school teachers, various changes were made to continue their professional practice during the period of isolation due to the covid-19 pandemic, which generated the appearance or aggravation of various biopsychosocial conditions and the impairment of your quality of life.

Prior to the online modality, teaching practice was already characterized by work overload based mainly on filling out various administrative formats, a situation recognized by the former secretary of the SEP, Esteban Moctezuma Barragán, who indicated that this excessive work load generates that teachers leave the education of students as a last resort (SEP, December 6, 2018). In the case of the participant, to avoid work saturation as much as possible, she approached the educational content in a simple way and left work that was easy and quick to grade.

In addition to the saturation of work, during face-to-face classes, activities outside the teaching practice were assigned, and in the case of the school union, some benefits that by law correspond to teachers were conditioned to attend the marches. summoned. Coercing teachers to attend these types of SNTE marches or rallies is a situation that is consistent with what was reported by Muñoz (2011), who adds that "through teachers, the different political forces in the country are present in the various locations in Mexico (p. 100).

Once social isolation began due to the covid-19 pandemic, teachers had to implement various strategies to continue their professional practice. Andrea shared that she felt the abandonment of the educational authorities of her campus, since the instruction they received was that "they do whatever they could to finish the school year" and that is how she began the challenge of teaching classes to distance. In Andrea's case, the use of ICTs for student training processes was not a problem, since she was familiar with them. However, not all

teachers had these digital skills, since, as López and Gil (2015) point out, although teachers have acquired skills for their implementation, their constant progress can cause some teachers to not fully understand and assimilate the new contents. In this sense, the teachers had to develop on the fly the necessary skills to teach the classes remotely, while the families of the students had to acquire the means to be able to continue with the training of the students. Regarding this last point, according to data from the National Institute of Statistics and Geography [Inegi] (March 23, 2021), about 43% of households acquired technological devices and 26% contracted fixed internet.

Although some students already had the resources to take classes online and others did their best to acquire them, not all had the opportunity to have the necessary means for remote education. In this regard, Inciarte, Paredes and Zambrano (2020) point out that the existing structural gaps are generated by the social inequality that exists in the country, so it is not possible to speak of educational inclusion in its entirety. In the case of the participant, like many people, she had to acquire a computer equipment to be able to teach classes online.

Once the virtual classes started, Andrea had to face one of her biggest fears, which was that some kind of meme could be made while she was in front of the camera. However, she was able to put aside this fear and managed to continue her work. Although Andrea does not mention it, authors such as García (2020) point out that one of the main challenges for teachers is related to the lack of attention of the students, since during the synchronous sessions they are usually on their cell phones (playing games, chatting or watching videos), eating or doing any other activity other than paying attention, so the teacher needs to have the tools and skills that allow him to carry out the online sessions effectively.

Another aspect to consider and that arose as a consequence of the implementation of the remote modality is that related to the increase in the workload. Indeed, following De la Cruz (2020) here, since the social isolation due to the covid-19 pandemic, teachers have not only had to balance their time to meet work demands, but they also have to respond to family demands, which can trigger various imbalances. Andrea shared that, in her case, she has developed skills to separate the work environment from the family environment, in addition to having assigned work schedules so as not to get saturated, although she achieved this after the first semester online, since at first she was constantly pressured. due to institutional requirements.

Regarding the biopsychosocial ailments caused by professional practice, the findings indicated that in the biological-medical area, lumbar pain was mostly present, a situation that coincides with what was reported by García and Sánchez (2020), who point out that these discomforts increased from the implementation of the online modality. Another finding is related to alterations in the participant's diet, something that was already present prior to the change in the educational paradigm and that coincides with the findings of Olmedo et al. (2013), who already mentioned the presence of overweight or obesity among the members of the teaching profession.

Regarding the psychological effects, Andrea mainly presented stress, mental and emotional exhaustion, as well as sleep problems. These conditions have been reported before, but seem to have increased with social isolation, as pointed out by Costa et al. (2020), because from the implementation of the online modality, teachers presented emotional suffering as a consequence of isolation and work overload.

Finally, the social area of the participant does not seem to have been affected by the online modality, since Andrea has the necessary skills to separate the family from the work environment, in addition to being a single woman with no children. However, not all teachers have the same characteristics or have these skills. Sanchez et al. (2020) point out that the implementation of remote work implied that teachers had to look for strategies that would allow them to continue with their academic activities, while they had to attend to the personal, economic, affective, family and health pressures that arose from of isolation.

Institutional analysis as a method of analysis and the "novel" served as fundamental tools for understanding the phenomena that interfere with educational practice, before and during social isolation due to the covid-19 pandemic, and allowed reaching the objective of the research, since it was possible to know the adaptations in the professional practice of high school teachers from the change in the educational paradigm due to the covid-19 pandemic and the effects on their biopsychosocial health. Although the case of a teacher is exposed, this helped to know what could be a symptom of what other academics of this and other educational levels of the country experience.



## Conclusions

The covid-19 pandemic posed a challenge in all areas of life for people and institutions. This challenge included the educational field, which had to implement a series of strategies to respond to the needs of students at all educational levels in the country. The institutional actors were learning along the way and although for some the change in the educational paradigm did not represent a significant challenge, since they already mastered the use of digital media for the training processes of the students, for many others the incorporation of ICT was something overwhelming. . The distance modality generated a series of discomforts at a biological-medical, psychological and social level, mainly caused by work overload.

This research should be considered as a study that sought to deepen the analysis of the teaching reality during the covid-19 pandemic and, although the objectives of the research were achieved, there were some limitations, since it is a case study and Therefore, the results cannot be generalized to all high school teachers, despite the fact that the nature of the in-depth interview allowed a detailed analysis of the information.

It is important to point out that this type of study helps to have a better understanding of the reality experienced by institutional actors, in this case teachers. In addition, it should be considered that, in many states of Mexico, the partial reincorporation of face-to-face classes has begun, which opens a new line of research related to the return to school classrooms, since this situation could generate or aggravate the various biopsychosocial conditions reported in this and other investigations.

## Future lines of research

The present investigation allowed us to identify an area of opportunity that was not considered at the beginning of the study and that was discovered during the course: five-month temporary contracts for teachers despite having met the requirements to be basified. This vein will be explored in future research to learn about the situation of the rest of the teaching staff of the various subsystems of the country.

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