


## Training and teaching work in public universities: Characterization and impacts

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### ABSTRACT

Nowadays both society and the government demand more and more productivity from higher education teachers, generating excessive fatigue and, consequently, compromising their physical and mental health. In this sense, it is important to know the current context that professors at public universities face in their professional lives. The objective of this study was to conduct a survey on the training and work of teachers in public universities. The Support Program for Restructuring and Expansion Plans of Federal Universities democratized access to higher education in Brazil, however, there was a greater demand for training and efficient pedagogical practices that facilitated student learning and not only reproduced content, as in traditional education that still persists today. It is also observed that professors have exhausting routines and debauched salaries, along with an enormous demand for productivity, then developing teaching, research and extension activities, in addition to sometimes participating in commissions and administrative positions. Therefore, it is necessary and urgent to understand the real situation of training and the work of teachers in federal institutions, in order to support more assertive decision-making regarding higher education, so that they can count on qualified and satisfied workers, in which they promote a liberating education and contribute to the development of the country.

**Keywords:** Teacher, Higher education, Productivity.

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## INTRODUCTION

The government and society are increasingly demanding more efficiency and productivity from higher education teachers. However, teacher training and incentive policies are still incipient. Production is required, but no feasible means are offered for its execution. The process begins at the undergraduate level and extends through graduate studies until the beginning of the program. None of these levels offers didactic-pedagogical instrumentalization compatible with the educator's attributions.

In addition, within the academic universe, professors are faced with exhausting routines and outdated salaries. In addition to teaching, research and extension activities, in addition to the demand for their participation in commissions and administrative positions. In the face of so many activities and functions, the regimental workload is extrapolated and the professional identity is superimposed on the personal one in search of the much desired "productivity". Despite this, there is "a gap between what was considered ideal and what would be possible to achieve" (PEREIRA; AARON; COSTA, 2015).

In general, it is observed in federal universities that there is an increase in the workload without equal tenure. Associated with the accumulation of activities, there are also bureaucratic obstacles in the production process, difficulty in communication and, often, in interpersonal relationships, as well as the overlapping of quantity to the detriment of quality. Thus, although the professional fulfillment of the desired occupation is present in the university professor's statements, it is necessary to be aware of the repercussions of the new scenario of higher education (BORSOI, 2012). What has been the training profile of these professionals? How has your training impacted your teaching performance? What have been your working conditions? How have the new responsibilities that have been imposed on you impacted your health and quality of life?

In order to have good professionals from the most different areas of activity, it is necessary to end the cycle of "academic productivism versus precariousness of teaching work". To this end, it is necessary to know the real situation of higher education teachers, through comprehensive investigations that characterize their professional profiles and work processes, in addition to evaluating their possible impacts, whether on pedagogical practices or on their well-being.

In Brazil, the literature on the subject is extensive, and the teaching work is the most studied between 2003 and 2007 in the dissertations and theses defended in the Graduate Programs in Education accredited by the Coordination for the Improvement of Higher Education Personnel (Capes) and by the Institutional Partners of the National Association of Graduate Studies and Research in Education (Anped). Thus, there is a need for a broader analysis on the subject, especially in higher education. Thus, the objective of this study was to make a survey on the training and work of teachers in public universities.



## DEVELOPMENT

The educational reform movement with the restructuring of higher education, centered on the Support Program for Restructuring and Expansion Plans of Federal Universities, democratized teaching, making it more integrative and flexible, by increasing the number of vacancies, pressing for curricular diversification and greatly increasing the number of technicians and professors. In this aspect, Selbach (2015) draws attention to the complexity of the impact that the expansion has brought to multiple dimensions of universities, such as the deficient training and pedagogical practices of the high number of professors who joined the Federal Institutions of Higher Education.

Although higher education professors have different profiles of professional training, it is the same: to contribute to the construction of the student's knowledge, so that he becomes a professional with technical competence and critical-reflective capacity, aligned with the sociocultural and political demands to which he may be exposed, and always valuing ethics and respect for human dignity. To achieve this goal, teachers must have pedagogical skills, because having technical knowledge in a given area is not enough for transformative teaching (VALENTE; VIANA, 2011).

It is noteworthy that teacher training for higher education remains incipient. Undergraduate degrees, with the exception of bachelor's degrees, basically offer technical disciplines for the exercise of the profession. In addition, graduate courses, at *the stricto sensu level*, prioritize, in their curricula, research to the detriment of teaching, despite the fact that it is the prerogative of the Law of Guidelines and Bases of Education (BRASIL, 1996) that higher teaching positions are occupied primarily by masters and doctors (SILVA, 2008).

It is well known that teaching and research must go hand in hand and be part of the day-to-day lives of teachers and students. However, it should be made clear that: "scientific training is not necessarily synonymous with teacher training" (RIBAS, 2008). Master's and/or PhD students do not always have an approximation to the teaching-learning approaches or conceptions that enable them to teach with the same efficiency as they do in their profession of origin (VALENTE; VIANA, 2011).

On the one hand, we have teachers with inadequate pedagogical training who place themselves at the center of the teaching-learning process, using traditional methodologies, focused on passing on knowledge and not on building it, reproducing educational models resulting from their training. On the other hand, there are constant demands within the spheres of teaching, research, extension and management, characterized by a high workload of classes, institutional evaluation by productivity criteria, almost always linked to quantity and not necessarily to quality.

This situation sometimes causes the teacher to be stuck between the desire to qualify for teaching, in order to meet the new demands imposed by the political-social paradigms, and the need to be and feel productive *in and for* the university, meeting goals and obtaining results. The mismatch



between these aspects ends up increasing the degree of stress of teachers, impacting them in a biopsychosocial way (BOSI, 2007).

In addition, it can be seen that the restructuring of higher education, with the expansion and internalization of teaching, although it has provided greater access to universities, does not present equivalence between the proportion of students and the number of teaching vacancies created. In this sense, it is worth mentioning that one of the global goals of Reuni is to achieve the ratio of eighteen undergraduate students per professor in face-to-face courses (Decree No. 6,096, of April 24, 2007), which leads to constant intensification of the work of these professionals who lack pedagogical training and who demand greater productivity (CHAVES; GUIMARÃES, 2015).

Mancebo, Vale and Martins (2015) point out that, despite the incipient investigation on the repercussions of Brazilian university expansion, the qualitative research carried out so far demonstrates an increase in the workload and precariousness of teaching, triggering professional dissatisfaction, in addition to repercussions on the physical and mental health of educators.

## CONCLUSION

It is a priority to carry out surveys of the situation of teacher training and work in the Federal Institutions of Higher Education, in order to support correct decisions about the direction of higher education in the country, which must have qualified and satisfied workers, acting as true educators committed to the training of professionals committed to the development of the country.



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