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Contributions from the Literature on the Beginning of Teaching at a Higher Level

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ABSTRACT

The teacher occupies an extremely important role throughout history, capable of spreading knowledge in the most different stages of life and contributing to the critical sense and personal and professional training of individuals. Having said that, it is noteworthy not only its notoriety, but also the consequent variables attributed to the beginner professor at a higher level, who walks a path coming from graduate school and enters higher education. Objective: The purpose of this study was to investigate, from a non-systematic bibliographic survey, scientific publications that addressed the variables involved in the teaching process of the beginning university teacher, as well as those that cause illness and difficulties in teaching. For this purpose, the Scielo database was used, and search for articles between 2015 to 2019 with six specific descriptors. As results, three tables were obtained from the four articles selected in the search, which broadened the concepts of 1) Teaching, 2) Difficulties in teaching and 3) Forms of illness as a university professor. The data obtained explain the idea that in such an occupational scope there are consequences that extend from the workplace, extending to personal life, such as levels of stress, anxiety, depression, due to pressure, demands and excess required in particular for the beginning teacher. Finally, the need for further studies in the area, especially empirical, is emphasized, which may contribute not only to the scientific community, but also to the expansion of quality of life for novice teachers.

KEYWORDS

Higher education. Teachers. Literature. Education. University.

Contribuições da Literatura Sobre o Início da Docência em Nível Superior

RESUMO

O docente ocupa um papel de extrema importância ao longo da história, capaz de propagar o conhecimento nas mais distintas fases da vida e contribuir para o senso crítico e de formação pessoal e profissional dos indivíduos. Assim, ressalta-se não somente a notoriedade do mesmo, como também as variáveis consequentes atribuídas ao professor iniciante em nível superior, que caminha de um percurso vindo da pós-graduação e ingressa no ensino superior. O presente estudo teve por objetivo averiguar a partir de um levantamento bibliográfico não sistemático, publicações científicas que abordassem as variáveis envolvidas no processo de ensino do docente universitário iniciante, bem como as que acarretam adoecimento e dificuldades de lecionar. Para tal utilizou-se a base de dados Scielo, e busca de artigos entre 2015 a 2019 com seis descritores específicos. Como resultados obteve-se três tabelas dos quatro artigos selecionados na busca, as quais ampliaram os conceitos de 1) Docência, 2) Dificuldades no lecionar e 3) Formas de adoecimento enquanto professor universitário. Os dados obtidos explanam a ideia de que em tal âmbito ocupacional há consequências que se estendem do local de trabalho, ampliando-se para a vida pessoal, como níveis de estresse, ansiedade, depressão, em função de pressões, cobranças e excesso de trabalho exigidos em especial para o docente iniciante. Ressalta-se, por fim, a necessidade de maiores estudos na área, em especial de cunho empírico, podendo contribuir não somente para a comunidade científica, como para ampliação de qualidade de vida aos professores novatos.

PALAVRAS-CHAVE

Ensino superior. Professores. Literatura. Educação. Universidade.

Contribuciones de la Literatura Sobre el Comienzo de la Enseñanza en un Nivel Superior

RESUMEN

El docente ocupa un papel importante a lo largo de la historia, capaz de difundir conocimientos en las más diversas etapas de la vida y contribuir al sentido crítico y la formación personal y profesional de las personas. Dicho esto, es de destacar no solo su notoriedad, sino también las consiguientes atribuidas al profesor principiante de nivel superior, que recorre un camino proveniente de la escuela de posgrado y entra a la educación superior. El estudio tuvo como objetivo conocer a partir de un relevamiento bibliográfico no sistemático, publicaciones científicas que abordaran las variables involucradas en el proceso docente del docente universitario principiante, así como aquellas que causan enfermedades y dificultades en la docencia. Para ello se utilizó la base de datos Scielo y búsqueda de artículos entre 2015 a 2019 con seis descriptores específicos. Como resultado, se obtuvieron tres tablas de los cuatro artículos seleccionados en la búsqueda, que ampliaron los conceptos de 1) Docencia, 2) Dificultades en la docencia y 3) Formas de enfermedad como profesor universitario. Los datos explican la idea de que en tal ámbito existen consecuencias que se extienden al ámbito laboral, extendiéndose a la vida personal, como niveles de estrés, ansiedad, depresión, por presiones, demandas y excesos. requerido en particular para el maestro principiante. Finalmente, se enfatiza la necesidad de más estudios en el área, que pueden contribuir no solo a la comunidad científica, sino también a la ampliación de la calidad de vida de los docentes noveles.

PALABRAS CLAVE

Educación superior. Docentes. Literatura. Educación. Universidad

1 Introduction

The role assigned to the individual responsible for teaching and propagating knowledge in the most different stages of life is of extreme importance and relevance, as it will be up to them to perform the arduous task of preparing the syllabus so that listeners can properly learn and become capable of making use of the information provided. In this manner, those whose mission is to teach are required to constantly better themselves both in terms of knowledge and teaching skills and techniques, since each generation entails the need of adaptations to the methodologies in force (OLIVEIRA; PEREIRA; LIMA, 2017). In this scenario, contributions from Psychology and Behavior Analysis, for example, play a fundamental role, be it for the act of teaching or learning effectively and permanently (FORNAZARI *et al.*, 2012).

Faced with the superposition of generations and cultural heterogeneities of the current society, Skinner (1972) proposes that for an effective learning process, there is the need to build an educational system that accounts for and is capable of handling issues related to cultural and generational properties. This process encompasses not only the act of teaching (to students), but also the improvement of professors, in order to properly train them in pedagogical and psychological skills, to promote effective learning, while also being able to analyze the contingencies involved in their teaching behavior. (GIOIA; FONAI, 2007; ZANOTTO, 2004).

In the context specifically of higher education, the difficulties relevant to the teaching process are presented in a two-way street, in which sometimes fatigue and illness, both of students and professors, are more prominent than the gains resulting from learning (LIMA, LIMA-FILHO, 2009; RUZA; SILVA, 2016; TUNDIS; MONTEIRO, 2018).

In this sense, it is important to provide professors with an attractive support guideline on behaviors to be taken in order to stimulate learning, promoting the non-use of coercion, reduction and management of inappropriate behavior by students in the classroom, among other factors that aggravate the fatigue and exhaustion of the professor (PEREIRA; GIOIA, 2010).

When it comes to the consequences, whether physical, behavioral and/or psychological, of the act of teaching, it is noteworthy that there are variables present in the teaching process that often come up against different demands. One of which is related to the dynamics present in the classroom environment, such as the need for active methodologies for greater learning and content absorption, as well as the often coercive relationships between professor-students and vice versa (ALVES, 2017; BERBEL, 2011; CORTEZ *et al.*, 2017; SOUTO *et al.*, 2017; VIECILI; MEDEIROS, 2002).

Another major component that possibly contributes to teaching illness and a certain devaluation of the profession, belongs to the bureaucratic domain, as merely quantitative criteria for evaluating teaching productivity, competition between peers, on top of the socio-political and economic paradigm of the Brazilian reality (BOSI, 2008; BOSI, 2009; CORTEZ *et al.*, 2017; SOUTO *et al.*, 2017). All of those factors directly affect the teaching process and its protagonists, whether in public or private universities (BERNARDO, 2014; TUNDIS; MONTEIRO, 2018).

Fatigue linked to complications in the teaching process and in the classroom environment can cause physical consequences, questioning whether the exercise of such profession generates more pleasure or suffering for the professor (COUTINHO, CAMARGO *et al.*, 2013; MAGRO; BUDDE, 2011; RUZA; SILVA, 2016). The distinction between these two components in the work process is trifling, because although there are pleasant situations in teaching, such as academic productions, breakthrough researches, guidelines and contributions to Brazilian science, these same activities lead to a reduction in free time, leisure activities, and personal time and tasks, aggravating issues of stress, anxiety and weakening affective bonds (CORTEZ *et al.*, 2017; DO PRADO *et al.*, 2017; FERREIRA *et al.*, 2017; RUZA, SILVA, 2016). Since professors are getting sick due to overwork and lack of pleasure, it is not possible to certify in this way that the teaching propagated has been effectively positive.

The research by Coutinho, Magro and Budde (2011), which sought the significance of their jobs among university professors, interviewed eight professors, from different areas of activity and with different degrees. The results are predominant for negative experiences regarding work, with suffering being one of the crucial points in teaching, associated with high workload and activities, exhaustion and insecurity regarding job stability.

Among the results obtained by the study, there are reports of frustration for not having enough time for adequate preparation of their lessons, nor the execution of personal activities, leading to a frailer health. In fact, some studies confirm the overburden experienced by professors due to the demands of the university resulting in a weakened health (ARBEX, SOUZA, MENDONÇA, 2013; CORTEZ *et al.*, 2017; LEMOS, 2011). The pleasant experiences, however, according to the interviewees, are found in the recognition and appreciation of their work as professors and in the relationships built with peers and students. It is important to point out that in the research by Coutinho, Magro and Budde (2011) three interviewees were doctors, four were masters and one was a master's student, so there is the possibility that some are beginner professors, and experience such sufferings as much as or even more than the lecturers with a certain amount of experience (CUNHA; ZANCHET, 2010; PAPI; MARTINS, 2010). Thus, it is stressed that the trajectory of the university professor, whether at the beginning, middle or end of his career, includes a range of aversive factors that trigger illnesses and long-term decrease in productivity (VIEIRA-SANTOS; HENKLAIN, 2017).

In the midst of this scenario, seen by the vast majority as aversive and inflexible from the prospective point of view for improvements in such contingencies, the number of graduate students who seek a first opportunity to ingress in a teaching career is still high (PAPI; MARTINS, 2010). Those who join the faculty of certain universities face, in their first experience, a variety of complications, such as their own fragility in pedagogical terms for better and more appropriate conducts of teaching based on the universities' proposed teaching plans (TUNDIS; MONTEIRO, 2018; VIECILI; MEDEIROS, 2002; VIEIRA-SANTOS; HENKLAIN, 2017). Another point of interest worth highlighting regarding the difficulties, especially of the beginner professor, but which could still affect more experienced professionals, are the disagreements among the teaching staff itself, generating disputes over prestige, recognition and poor reception for beginners (ALVES; CURADO, 2017).

The initial difficulties and challenges faced by "first-time" professors extend, therefore, to a wide range of sources, such as the institution itself, program content, active methodologies, teaching processes, coercive student-professor relationships (LIMA, LIMA-FILHO, 2009; PAPI; MARTINS, 2010; RUZA, SILVA, 2016; RUZA, 2017; VIECILI; MEDEIROS, 2002), lack of time for personal activities, overworking and low appreciation and recognition (BERBEL, 2011; COUTINHO, MAGRO, BUDDE, 2011; RUZA, SILVA, 2016; RUZA, 2017).

The challenges faced by beginner university professors, belonging to a culture in which the professor is surrounded by frustrations and uncertainties, either due to the institutional system put in place, or by the contingencies of teaching and the act of teaching, cause suffering and illness in the long term. In this way, we question what aspects reinforce teaching and how to properly evaluate and offer a model of conduct that effectively contributes to the training of the professor and/or researcher who is responsible for propagating and promoting teaching, especially for beginners. This is particularly relevant since the main objectives pursued by the scientific community are based solely and exclusively on the number of publications, productivity, without evaluating the aversive variables involved in the pursuit of those objectives, such as excessive hours/classes, short deadlines, lack of time, among others. Thus, as Lemos (2007) points out, the University and higher education begin to resemble each other and present the same logic of the organizational context, and no longer present education and teaching as focal points.

The objective of this study was to investigate, from a bibliographic survey, scientific publications that address the variables involved in the teaching process of the beginner university professor, as well as those that cause illnesses and difficulties in teaching.

2 Materials and Methods

The present research was elaborated from a non-systematic literature review, which aimed to reach the main texts on the subject of teaching and the initial teaching processes, as well as the variables involved. In this way, for the accomplishment of the same, researches were selected in national databases and inclusion criteria were elaborated, opting for articles in which the themes of teaching, higher education and beginning teachers were encompassed. The materials were selected exclusively from the Scielo database, using the following descriptors: “Higher Education”; “College education”; “Beginner teachers”; “Teaching work”; “University teaching”; “University professor illness”, in the period from 2015 to 2019.

As exclusion criteria, articles and works that involved the teaching process in elementary and high school were used, and articles whose theoretical basis were psychological approaches such as psychoanalysis, phenomenology, among others. For the selection of articles, the Scielo database was chosen, exclusively in the Brazilian sphere, with the six descriptors mentioned above.

From the data obtained as research results, the articles whose title was in line with the proposal of this article were selected and, later, the abstracts were read. When the articles clearly stated their desired objectives, respecting the inclusion and exclusion criteria, the text was read in full and then evaluated to be selected or not to compose the results. Through this process, six scientific articles were obtained as final works for in-depth analysis of the contingencies that permeate teaching and the variables involved in the teaching process.

3 Results

From the central objective of the present work, which was intended to investigate scientific materials that addressed the variables involved in the teaching process of the beginning university professor, as well as the main difficulties and challenges of the act of teaching, significant and relevant results were obtained. to the community in general on this topic from the six selected materials. The data are exposed below.

The results of the data collection indicated as relevant for an in-depth analysis the selection of four works found from the six descriptors selected by the authors, such results are presented in Tables 1 and 2. Among them, 232 articles were selected for complete reading, being only four were included in the results for having achieved the objectives of funneling the theme and the proposed research objectives.

Among the selected articles, we looked for similarities pointed out by the authors in three topics defined by the objectives of this work, namely: 1) about teaching, 2) difficulties in teaching and 3) forms of illness of professors. Table 1 shows the results obtained for each descriptor, the number of materials selected for reading and finally for the final analysis.

Table 1. Descriptors results - anywhere in the article - selected in the Scielo database between 2015 and 2019

Date of Search	Database	Descriptor	Results obtained	Full reading	Selected for final analysis
17/10/2019	Scielo	“University education”	14.700	62	2
17/10/2019	Scielo	“higher education”	14.600	31	0
17/10/2019	Scielo	“beginner professors”	467	1	1
17/10/2019	Scielo	“teaching work”	467	59	0
17/10/2019	Scielo	“university teaching”	1.880	20	0
17/10/2019	Scielo	“university professor illness”	405	59	2

Source: Scielo database

The results obtained show a large number of articles on university education or higher education. Then, the descriptor university teaching is also quite contemplated. For the descriptor that is the main interest of this work, “beginner professors”, the number decreases significantly.

Table 2. Publications that include writings on teaching

Authors	Year	Results
FREIRE, L.I.F; FERNANDEZ, C.	2015	The authors comment on reference points regarding teaching, such as teaching types and profiles, dividing them in four groups: 1) full-time teaching dedication, 2) part-time teaching during the week, 3) working in basic education and higher education and 4) professors in the field of education with exclusive dedication to universities. Of these groups, the first one is the most directly involved with students, since the other groups are also assigned different tasks and positions, such as publications and coordination, among others. The research also emphasizes that, in university teaching, there are specific rules to each institution to which professors must comply, as well as the social organization between the faculty and collective actions that can produce tensions and difficulties not only for the professor but also for the course.
FERREIRA <i>et al.</i>	2015	The authors emphasize teaching as an arduous task, with activities including not only teaching, preparing tests and activities and grading them, but also submitting projects and publishing articles in high-impact journals. On top of those activities, there are also tasks of bureaucratic nature such as participation in meetings, meeting deadlines and rules, among others that increase the workload for the professor.
OLIVEIRA; PEREIRA; LIMA	2017	Understanding professors and their roles require understanding the changes in the globalized system of neoliberal policies and capitalism, which promote changes in the management of higher education and in the teaching process. Appreciating the role played by the professor in society and in educational and collaborative processes. However, nowadays, teaching becomes an abstract activity, assuming a condition of product from the capitalist perspective.
SORDI	2019	According to the authors, the legitimacy of creating spaces for training and supporting the teaching work of university professors that promote the construction of socially relevant teaching is growing. The sense of exercising our individual and collective protagonism grows to face a nebulous scenario in which narratives about educational quality in higher education change while decision-making processes focus on paradigms labeled as outdated by the authors. The paper also debates the role and vision of the novice and experienced professor, positioning the complexity of such profession, and decomposing it into a survivalist and discovery process for novices. Since the insertion as a professor in higher education culminates in challenges that are not previously taught, such as the very act of teaching.

Source: Research Data

Regarding the expanded question of the significance of teaching, the articles have similar points concerning the demand and high burden attributed to the profession. However, article four by Sordi (2019) highlights an interesting point about the role and experiences of the beginner professor. Although university professors have a significant background experience in terms of knowledge in their respective areas of expertise, they have no practical knowledge on teaching, and the methodological requirements to assume the role of a professor.

In this way, novice professors are exposed to new contingencies, which are not part of their repertoire, and often end up causing exhaustion in the pursuit of professional excellence, acceptance by students and compliance with the bureaucratic part required by the institution, thus building their own model of teaching from exposure to contingencies that arise.

Quadro 3. Publications that include the greatest obstacles associated with teaching

Authors	Year	Results
FREIRE, L.I.F; FERNANDEZ, C.	2015	The article conveys difficulties regarding teaching, which include content planning, insecurity concerning proper didactics, mastery of knowledge, classroom and student management. In the aspect of relationships, issues regarding the relationship with students and the creation of an empathetic bond, difficulties with institutional bodies and with co-workers, both due to the dispute for power and related to the lack of solidarity in experienced professors for their novice peers are also punctuated.
FERREIRA <i>et al.</i>	2015	The article points out the particular difficulties faced by professors working in private universities, because, according to the authors, there is greater fear of dismissal, insecurity and instability, culminating in low self-esteem, pessimism, anxiety and overall sadness. It is also worth noting that professionals at private universities suffer in terms of adapting to the current role that is required of professors, which surpasses that of an educator, but must also assume that of student supporters, with extremely active methodologies, adapting didactics and content.
OLIVEIRA; PEREIRA; LIMA	2017	The authors explain that among the difficulties of teaching is the work overload imposed on professors, which often exceeds 40 weekly hours, carrying over into the weekends, overtaking moments of rest and leisure. They also emphasize the issue of competition between peers, that is, professors in the search for publications, funding and recognition within the university, whether by students or colleagues.
SORDI	2019	Among the greatest difficulties, the tensions and dilemmas at the beginning of the trajectory as a university professor stand out, with low institutional support for reception and guidance, as well as little to none pedagogical instruction in the act of teaching, with no efforts by the institutions on instructing professors on the adequate exercise teaching. The article highlights the need for debates on the educational and training behavior that institutions cultivate and aim to apply, extending such debates to cultural, ethical and technological dimensions, and for that, a great focus must be devoted to the instruction and training of novice professors.

Source: Research Data

Although the difficulties are similar in the articles in general, and in particular in the four of the aforementioned points, there are issues that should be emphasized such as the fact that from new variables in the work environment, new difficulties may arise daily for the professor, like the replacement of a colleague and planning of academic events. Such problems arise especially for beginners because they are usually required to serve as a quick alternative solution to emerging demands, being allocated to situations that stand out from their job description and contemplating other functions, such as welcoming and guiding students in crisis situations. On top of that, those new and unexpected roles for the professor come along with a certain degree of pressure due to expectations of productivity and proactivity from upper management.

In that manner, it is emphasized that difficulties are plentiful, however little support is given to professors with regard to mental health. To this end, it should be noted that in universities that offer psychology courses, services are available for students from other courses, professors and employees, however, for professors and students directly linked to the psychology course, no psychological support is provided, thus increasing the chances of emotional exhaustion.

Quadro 4. Forms of illnesses to professors mentioned in the literature

Authors	Year	Results
FREIRE, L.I.F; FERNANDEZ, C.	2015	The paper portrays the tensions and difficulties managed at the beginning of the profession, such as insecurity, complications between peers and competition. Such difficulties culminate, in the long term, in psychological illness, exhaustion and suffering related to work.
FERREIRA <i>et al.</i>	2015	According to the authors, professors, especially in private colleges, are more susceptible to conditions of vulnerability, suffering and illness due to situations such as the incorporation of technologies, changes in the organization of work, the high volume of work, salary distortions, precariousness of educational conditions, and in particular the complexity and diversity of issues existing within the classroom. A major aspect brought up by the article is the high number of professors affected by mental disorders, such as depression, in the age group below 35 years of age, working multiple shifts and engaging in excessive consumption of alcoholic beverages.
OLIVEIRA; PEREIRA; LIMA	2017	The authors emphasize the evidence and existence of illness in public university professors, among them, the most punctuated by lecturers were related to stress, anxiety, depression, discouragement, dissatisfaction, deep sadness, changes in concentration, mood swings, tension and frustration. Amid the physical strains mentioned, fatigue, indisposition, vocal damage, headache, muscle pain, gastric crises, labyrinthitis, low immunity, dyspnea, among others, stand out.
SORDI	2019	The author highlights as one of the great difficulties in teaching, that in the face of the present, the teaching profession is seen as a spectacle, demanding from the professors exacerbated commitment to the explanation of the content, as well as an emblematic performance to captivate and attract the attention of the students. In that perspective, professors are conditioned to student feedback for their own acceptance and appreciation of their work. Faced with difficult times, not only in the educational but also in the political sphere, the act of teaching requires, on the part of the professor, flexibility to organize work activities, as well as personal ones so that the content and proposed reflections are aligned with social justice and proposals for changes in the country.

Source: Research Data

In the article by Ferreira *et al.* (2015) attention is drawn to diversities in the classroom, the need for the professor in the process of adapting them, promoting an environment in favor of the manifestation of equality and just behaviors, in the face of responses from different student profiles, be it economic, intellectual or critical. Due to such diverse profiles, students may be violent and coercive, controversial and questioning, studious, disinterested, or even much younger or much older than the class average.

As professors are susceptible to coercive behavior by students, for instance, they are forced to expand their repertoires and start to issue avoidance/escape responses, using an unassertive and distant pattern, contributing a hierarchical culture, since the institution does not provide plausible security and support to the professor, leading them to seek alternative forms of protection.

4 Discussion

The theme of illness in teachers and the main challenges of teaching behavior are clearly stated in the literature, and in the materials selected for in-depth analysis, indicating that it is a relevant topic of discussion so that this pattern can be changed to increase the quality of life of the teacher and reduction of challenges for beginnings in teaching. The

bibliographic survey of the present research and funneling of the three main points selected for discussion in this work (1) about teaching, 2) difficulties in teaching and 3) forms of illness of professors) raised relevant questions regarding the role of the university professor, especially of the beginning teacher, as well as the difficulties of teaching and illnesses arising from the same performance.

From the bibliographic survey, as well as the four texts explored with greater emphasis on the results, it is possible to propose relevant questions regarding the role of the university professor, especially the novice professor, as well as the difficulties of teaching and illnesses arising from it. The division proposed in the results gives rise to further discussions and reflections on the subject. With regard to the general view of teaching, the four papers bring up extremely important issues, such as the role of the professor in the university. Many articles discuss about the need for exemplary professor performance, causing them to work many hours due to, often, role deviation, being responsible for the planning of academic events, responsibility of bureaucratic and institutional scope, and/or publications and research (ARBEX, SOUZA, MENDONÇA, 2013; CORTEZ *et al.*, 2017; LEMOS, 2011). In this manner, the differences in professor profiles are neglected, while some professors engage in active participation with students, aiding them not only in their school needs, but also in psychological ones that come from conflicts in the academic world itself, but do not meet the bureaucratic expectations (TUNDIS; MONTEIRO, 2018; VIEIRA-SANTOS; HENKLAIN, 2017). This paradigm is a major factor of conflicts, due to the dichotomy faced by professors, especially novices, who find themselves charged with a high demand for productivity in publications while being responsible for creating empathic bonds with students, the latter being fundamental for maintaining employment, especially in private universities (ALVES, 2017; VIEIRA-SANTOS; HENKLAIN, 2017).

In the activities that are required from professors, the workload usually outweighs their pay rate (ARBEX, SOUZA, MENDONÇA, 2013; LEMOS, 2011). The professor's trajectory can be seen from the outside as glorious, glamorous and link to high financial status, however, the true reality is rarely seen and interpreted. Teaching is seen as something abstract, and professors are seen as products, that must fulfill extracurricular functions while being subjected to emotional pressures, competitions, implicit and explicit threats (ALVES; CURADO, 2017; OLIVEIRA, PEREIRA, LIMA, 2017; VIEIRA- SANTOS; HENKLAIN, 2017). Currently, the roles of professor and researcher are unified, not taking into account the time, energy and dedication that each role requires, thus devaluing the performance in both, which inevitably becomes precarious due to the scarcity of time, culminating in overworking leading to physical and psychological illness of professors.

A lot of load is attributed to beginner professors, as well as expectations, leading to overburden (ALVES; CURADO, 2017; ARBEX, SOUZA, MENDONÇA, 2013; LEMOS, 2011; OLIVEIRA, PEREIRA, LIMA, 2017; PAPI; MARTINS, 2010 ; SORDI, 2019). However, when dealing in particular with novice professors, the articles report a worrying reality: in addition to excess of activities and lectures, the professors do not receive proper pedagogical training upon entering the institution; they may have solid theoretical training,

but are not instructed on how to adequately teach. (CUNHA; ZANCHET, 2010; PAPI; MARTINS, 2010).

In this way, many end up getting exhausted, since to expand their teaching repertoire, they prepare didactic content and employ active methodologies, in order to test their own behaviors, finding by trial and error the best way for students to absorb the syllabus content. Taking into account the fact that in private institutions the demands on the professor are higher, since the purpose is not limited to teaching, but to captivate the students so that they remain in the institution, using the professor as a mercantile instrument to maintain the financial institution (FERREIRA et. al., 2015; OLIVEIRA, PEREIRA, LIMA, 2017; SORDI, 2019).

Still on the topic of teaching, it is important to emphasize that novice higher education professors are on the front line for future negative health conditions, since not only they may arrive from the work environment, but also from the university itself while they are still in graduate programs as students seeking a greater technical and didactic repertoire. It is known that academic competition between peers and in postgraduate programs is extremely high, in addition to the use of coercion tactics by mentors to increase productivity, so that students can increasingly publish in high-impact journals. (PEREIRA, GIOIA, 2010). ; VIECILI; MEDEIROS, 2002). In this period, the paradigm of unfavorable conditions for the psychological and behavioral scope of future university professors may arise.

Regarding the issue of difficulties in teaching, it is clear that overload, excess work and lack of leisure time are initial topics that are not different for public or private universities, nor in the reports of beginners and experienced professors. Freire and Fernandes (2015) highlight points that corroborate the literature on insecurities and fears concerning the formulation and planning of lectures, as well as the administration of classrooms and students. Since in most private universities, courses such as psychology and medicine have a high number of students per class, it is difficult to guarantee adequate teaching to every individual due to variables that may compromise the lecture's quality (CORTEZ *et al.*, 2017; COUTINHO; MAGRO; BUDDE, 2011). The act of teaching, in this sense, assumes a new perspective: professors must know how to teach while being charismatic to form empathetic bonds that can promote greater acceptance by students and concomitant absorption of content.

The difficulties also extend to the hierarchical conditions of the institutions, in interpersonal and professional relationships with colleagues (ALVES; CURADO, 2017; CORTEZ *et al.*, 2017). Thus, novices are the most underprivileged, since their reception and instructions are lacking, and they must deal with situations of dispute of power, competitions regarding publications, while striving to achieve better professional commitment and empathy with students. Such aversive scenario provides little space for a light and effective start to their professional journey, generating insecurities and fears about dismissals and pay cuts, which result in low self-esteem, frustrations, pessimism and emotional and professional instability (CUNHA; ZANCHET, 2010; PAPI; MARTINS, 2010).

Concerning the forms of illness presented by the professors, all the points indicated as difficulties can be triggers for suffering and physical or psychological diseases in the long term, since excessive work implies in the restriction of moments of rest and personal activities such as eating properly, physical activities and sleep hours. Such commitments can result in psychological exhaustion and make it impossible for the professor to perform their duties, or reduce their productivity.

The second and third articles (FERREIRA *et al.*, 2015; OLIVEIRA; PEREIRA; LIMA, 2017), respectively brought in the results, explored relevant issues regarding perceived illness in private and public universities. Ferreira *et al.* (2015), when mentioning private universities, points out the greater vulnerability of professors, due to high workloads, suffering and illness due to difficulties to adapt to technological advances. Although the disadvantages for beginner professors are plenty, in this particular issue, professors with advanced age tend to be the most affected since technological adaptation can be a great challenge (although novices are not excluded), since changes, even if simple ones, can culminate in wear and tear for understanding and adaptation to everyday life (VIEIRA-SANTOS; HENKLAIN, 2017).

Ferreira *et al.* (2015) also highlight the high number of professors with psychiatric conditions, such as depression in age groups under 35 years old, and exacerbated use of alcoholic beverages (ARBEX; SOUZA; MENDONÇA, 2013). The use of alcohol is most likely an alternative for sleep relief and induction of sleep and muscle relaxation. It is also noteworthy that in private universities, professors work double shifts, which culminate in exhaustion.

Oliveira, Pereira and Lima (2017) refer to the main complications for professors at public universities. They list different forms of illness, whether they are psychological and behavioral or expressed through physical symptoms. Such data corroborates the literature that links the profession of the university professor to a higher likelihood of being affected by Burnout Syndrome (DO PRADO *et al.*, 2017; FERREIRA *et al.*, 2017; SOUTO *et al.*, 2017; TUNDIS; MONTEIRO, 2018). Health complications, such as stress, depression, exhaustion, gastric problems, among others, support the studies by Lemos, (2011), Arbex, Souza and Mendonça, (2013) and Cortez *et al.* (2017).

5 Conclusion

In this way, the present work concludes that the difficulties in the life of the teacher can be many, especially for the beginning university professor, because teaching goes far beyond simply passing on content, it is up to the teacher to know how to manage adversities and have a repertoire to deal with unexpected everyday situations. Likewise, it is the teacher's role to contribute not only to teaching, but also to help their students to have a critical sense of justice, reflection and knowledge to argue in favor of science and research in the country.

Although the initial focus of the work has extended to difficulties and negative consequences of the performance, it is noteworthy that the role of the teacher brings with it different reinforcers and satisfactions, such as professional recognition, learning by being in daily contact with studies and research, promotion and propagation of scientific content, and above all satisfaction in the personal sphere with the affective bonds that are formed with some students, colleagues in the profession and with sympathizers and active in the academic area. In this sense, psychology, as well as learning and education issues extended to the teacher, contribute not only to a complete training, but also enable the teacher to identify dysfunctional contingencies in their performance and to identify inappropriate behaviors in one or more students, which may assist in demands that may be related to learning difficulties.

From the above, the present work concludes that the difficulties in the life of professors can be many, especially to the beginner university professor, because teaching goes far beyond simply passing on content, it is up to the professor to know how to manage adversities and have a repertoire to deal with unexpected situations daily. Likewise, it is the professor's role to contribute not only to teaching, but also to help their students to have a critical sense of justice, reflection and knowledge to argue in favor of science and research in the country.

Although the initial focus of the work has been extended to difficulties and negative consequences of the performance, it is noteworthy that the professor role brings with it different reinforcers and satisfactions such as professional recognition, learning by being in daily contact with studies and research, promotion and propagation of scientific content, and above all satisfaction in the personal sphere with the affective bonds that are formed with some students and colleagues. In this sense, psychology, as well as learning and education issues extended to the professor, contribute to not only a complete training, but also enable the professor to identify dysfunctional contingencies in their performance and inappropriate behaviors in one or more students, which may assist in demands that may be related to learning difficulties.

In conclusion, there is a need for further research in the area, especially of an empirical nature, for further investigation of the triggering factors of professors' illness, and the variables that can be changed in search of a greater quality of life for them, and concomitantly an increase in productivity and professional excellence. In this way, it is necessary to continue studies such as the present, which can assess the quality of life of teachers individually, as well as stress levels, and investigations in the bureaucratic sectors of educational institutions so that the teaching performance does not become aversive, but is valued and recognized, both financially and in terms of emotional and social support for teachers.

So that, in this way, the act of teaching is not trivialized, and that titles such as Master and Doctor are properly recognized and valued both in public and private universities, thus identifying that there are academic responsibilities, however, not neglecting professors' own needs on a personal level.

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