

RETIREMENT OF UNIVERSITY TEACHERS: DOCUMENTARY RESEARCH OF BRAZILIAN SCIENTIFIC PRODUCTION TRENDS

Aposentadoria de docentes universitários: pesquisa documental acerca das tendências da produção científica brasileira

Retiro de profesores universitarios: investigación documental sobre tendencias de producción científica brasileña

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ABSTRACT

Objective: To identify, describe and analyze the trends of the Brazilian scientific production on the retirement of teachers. **Method:** Documentary research conducted in June 2019 at the Theses and Dissertation Portal of the Higher Education Personnel Improvement Coordination and Digital Bank of Theses and Dissertation. The search strategy used the keywords “Retirement” AND “Faculty”, and the sample consisted of 12 papers, which were analyzed following Minayo operative proposal. **Results:** Teaching staff retirement process was studied in eight dissertations and four theses, with defense concentrated between 2013 and 2016 and with majority relying on the qualitative approach. **Conclusion:** There is a tendency to invest in studies on the post-retirement phase, suggesting the need to investigate the pre-retirement phase, focusing on a balanced and active transition, (re-)signifying the possibilities that this new phase can represent to teachers.

KEYWORDS: Retirement; Faculty; Occupational health; Review.

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RESUMO

Objetivo: Identificar, descrever e analisar as tendências da produção científica brasileira sobre a aposentadoria docente. **Método:** Pesquisa documental realizada em junho de 2019 no Portal de Teses e Dissertações da Coordenação de Aperfeiçoamento de Pessoal Nível Superior e Banco Digital de Teses e Dissertações. Utilizou-se como estratégia de busca os descritores “Aposentadoria” AND “Docente”, sendo a amostra composta por 12 trabalhos, os quais foram analisados sob a proposta operativa de Minayo. **Resultados:** O processo de aposentadoria docente foi estudado em oito dissertações e quatro teses, com concentração das defesas entre 2013 a 2016 e utilização da abordagem qualitativa. **Conclusão:** Observa-se tendência de investimentos em estudos sobre a fase pós-aposentadoria, inferindo-se a necessidade de investigar a fase de pré-aposentadoria, com vistas a uma transição equilibrada e ativa, (re)significando as possibilidades que esta nova fase pode representar aos docentes.

DESCRIPTORES: Aposentadoria; Docentes; Saúde do trabalhador; Revisão.

RESUMEN

Objetivo: Identificar, describir y analizar las tendencias de la producción científica brasileña sobre el profesor de retiro. **Método:** Investigación documental realizada en junio de 2019 en el Portal de Tesis y Disertación de la Coordinación de Mejora del Personal de Educación Superior y el Banco Digital de Tesis y Disertación. La estrategia de búsqueda utilizó los descriptores “Retiro” y “Maestro”, y la muestra consistió en 12 documentos, que fueron analizados bajo la propuesta operativa de Minayo. **Resultados:** El proceso de jubilación docente se estudió en ocho disertaciones y cuatro tesis, con concentración de defensas entre 2013 y 2016 y uso del enfoque cualitativo. **Conclusión:** Existe una tendencia de inversiones en estudios sobre la fase posterior a la jubilación, que infiere la necesidad de investigar la fase previa a la jubilación, con miras a una transición equilibrada y activa, (re)significando las posibilidades de que esta nueva fase puede representar a los maestros.

DESCRIPTORES: Jubilación; Docentes; Salud laboral; Revisión.

INTRODUCTION

Over the centuries, work has become an important element of society and organizations as a source of livelihood, personal growth and generation of social value for workers. Thus, when the time comes to end it and “retire”, there may be doubts and conflicts, as a result of linking work with the condition of human existence.¹

Retirement is defined as a specific phase of the worker’s career, experienced as the end of professional life, associated with moments of reflection, doubts, anguish and difficulties in defining new projects. It can also represent a time of transition in the lives of workers, to the point where breaking the bond of work can generate psychological and social impacts.²

These aspects can be linked to the identity assumed by the worker, in which bonds of dependence and existence are created by the work performed, making it inseparable from the individual’s life.³ Specifically, the retirement process of university professors presents subjectivities that must be comprehensively understood from a multidimensional perspective of the phenomenon. The decision to retire, preceded by the trajectory between pre-retirement and post-retirement, is influenced by aspects of different nature,

namely: individual (micro), family and organizational (mezzo), in addition to social, cultural, political and economic (macro), to the detriment of a specific perspective regarding the theme.³⁻⁵

In view of the complex context surrounding the retirement process, the question arises: “What are the trends in scientific research on teacher retirement?”. Thus, the objective was to identify, describe and analyze trends in Brazilian scientific research on teacher retirement.

METHOD

This study is a systematic review of the literature, of a documentary type, which allows a broad research approach, making it possible to describe a given theme, based on the author’s immersion and area. The compilation of the studies for the analysis and interpretation of the findings, allowed updating knowledge on the theme chosen for the study.⁶

The documentary research comprised the following phases: choice of the theme, definition of the objectives, elaboration of the work plan, identification and localization of the sources to be researched, collecting the material from files, analysis, data interpretation and final reporting. The process occurred respecting a natural and articulated sequence.⁷

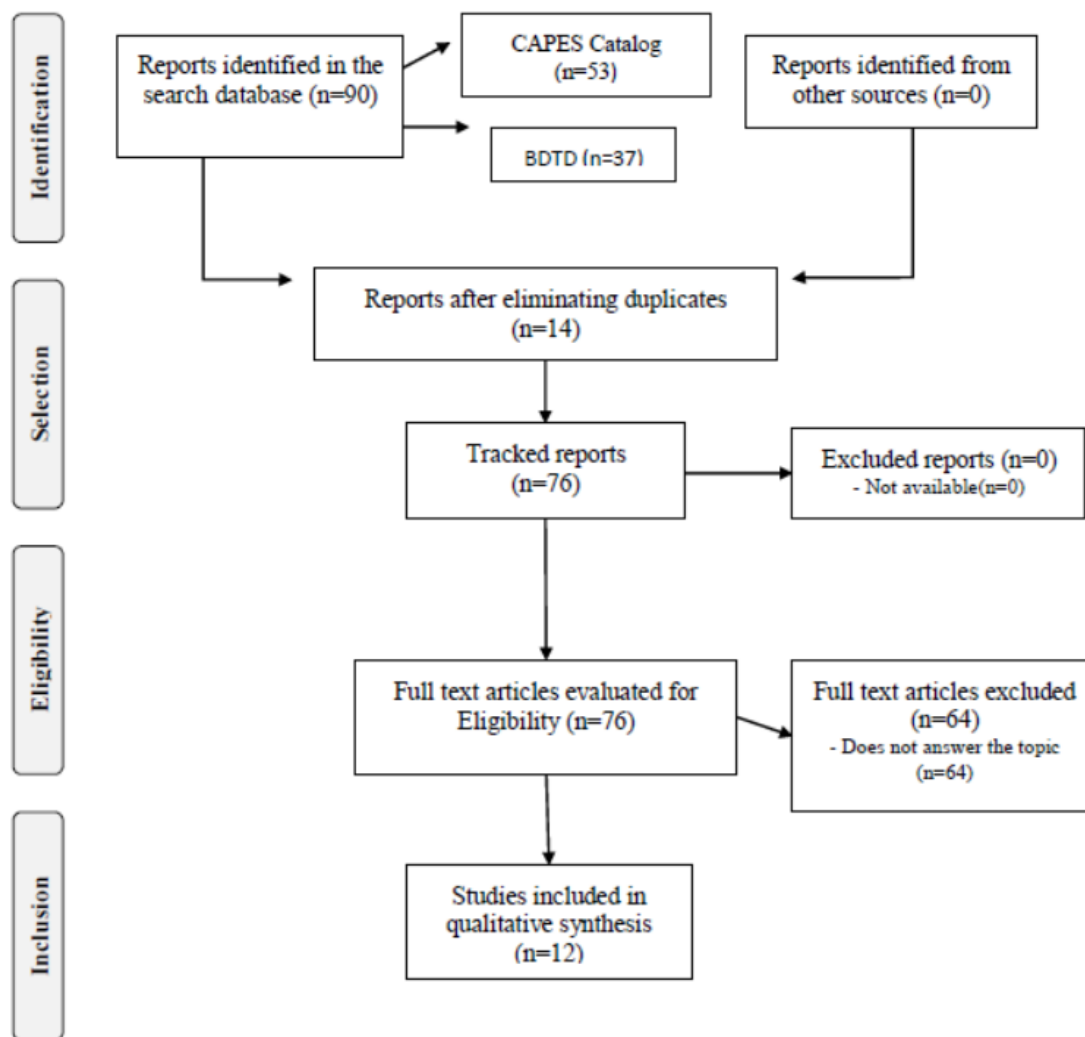
To guide the study, recommendations from the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) guide were followed.⁸ The relevance of a protocol designed for this research was considered, consisting of the following steps: 1) Definition of the theme; 2) Elaboration of the research question; 3) Purpose; 2) Date of realization; 3) Search locations; 3) Search strategy; 4) Inclusion and exclusion criteria; 5) Time period; 6) Flowchart; 7) Data collection; 7) Data analysis and 8) Considerations on the topic.

In preparing the guiding question, the PICO strategy was used, namely: P (population): teachers, I (interest): retirement and Co (context): university students, and the guiding question was defined: “What are the trends in scientific research on teacher retirement?”

The online search was carried out in June 2019, on the Theses and Dissertations Portal of the Higher Education Personnel Improvement Coordination (CAPES) and on the Digital Bank of Theses and Dissertations (BDTD). The choice for these types of studies was because they are original, of high level research quality and possibilities of progress in the scientific area.⁹ As a search strategy, the keywords “Retirement” and “Teacher” were adopted, controlled by the Descriptors of Health Sciences (DeCs), in the subject search field, using the option *all words*, combined by the Boolean operator “AND”.

In the process of inclusion of studies, as an inclusion criterion were defined the availability of studies online that focused on the retirement of university professors as a central theme. Thus, studies on other professions or that represented retirement as a secondary aspect and not a central issue (thematic focus) were excluded. Repeated studies were included in the selection only once. The process of identification, selection, eligibility and inclusion of studies are systematized in Figure 1.

Figure 1 - Flow chart of the selection of Brazilian theses and dissertations from the CAPES Theses and Dissertations Portal and the Digital Library of Theses and Dissertations. Santa Maria, RS, Brazil, 2019



For the systematization and subsequent analysis of the data, a synoptic table was elaborated regarding the corpus of the study, aided by the Microsoft Excel® program with the variables: code: thesis / dissertation (T1, D1, and so on, successively), title, authorship, year of defense, institution, program, area of knowledge, region, keywords, global theme, objective, theoretical and methodological approach (type of study, data collection, data analysis), nature and trend of studies.

The nature of the studies refers to the state or conditions that influence the context of the human being and three levels related to nature have been pre-defined: micro, mezzo and macro.^{3,5} The trend can be evidenced through the action by which a body tends to move towards something, that is, the propensity or purpose, being defined for this study in two phases: Pre-Retirement (includes attitudes, decision making and planning; and Post-Retirement (considers adaptation and satisfaction) of the worker).

The exploration of the data was carried out qualitatively under Minayo's operative proposal, in three stages: pre-analysis, through the systematization of the initial ideas, based on the

guiding question and the research objectives; exploration of the material, centered on the classificatory action with a view to understanding the core of the text, seeking to identify the categories; and treatment and interpretation of results, phase of inferences and interpretations associated with the theoretical framework, aiming at new interpretive dimensions.¹⁰

RESULTS AND DISCUSSION

The results are organized in three topics: "Characterization of research on teacher retirement", "Links that surround teacher pre-retirement" and "Implications of post-retirement from the teachers' perspective".

Characterization of research on teacher retirement

Chart 1 presents a summary of the studies analyzed according to the author / year, title, type of research, region of the country and Institution, the nature and trends of the main results.^{3,11-21} Thus, the thematic categories discussed below emerged.

Chart 1 - summary of the studies included in the review according to the author / year, title, type of research, region / institution and main results. Santa Maria, RS, Brazil, 2019

| Author/ Year | Title | Type of study | Region/ Institution | Nature | Tendency |
|--------------------------------|---|---------------|--|-------------------------|---------------------------|
| Nóbrega ³ 2017 | Social representations of retirement: a study with university professors and former professors | Thesis | Northeast/ Federal University of Paraíba | Micro Mezzo Macro | Pre and Post - Retirement |
| Bressan ¹¹ 2011 | The meaning of work and retirement: the case of servers at the Federal University of Viçosa | Dissertation | Southeast Federal University of Viçosa | Micro | Pre- Retirement |
| Silva ¹² 2016 | Factors that influence decision-making in the face of retirement by professors at a Federal University of Rio de Janeiro / RJ | Dissertation | Southeast Catholic University of Petropolis | Micro | Pre- Retirement |
| Abreu ¹³ 2016 | Characteristics of career management of higher education teachers in the pre-retirement phase | Thesis | Northeast University of Fortaleza | Mezzo | Pre- Retirement |
| Amaral ¹⁴ 2016 | Social representations of teaching work and retirement for teachers at two federal universities | Dissertation | Northeast Federal University of Rio Grande do Norte | Macro | Pre- Retirement |
| Luz ¹⁵ 2003 | Profile and positions of UFV pre-retirees in their daily reality - Viçosa, MG | Dissertation | Southeast Federal University of Viçosa | Macro | Pre- Retirement |
| Liberati ¹⁶ 2013 | Social representations of retirement for nursing professors in the nursing course at a public university | Dissertation | South State University of Londrina | Micro | Post- Retirement |
| Araújo ¹⁷ 2014 | The intersection of meanings of teaching, retirement and old age in the discourses of retired university professors | Dissertation | Northeast Federal University of Alagoas | Micro | Post- Retirement |
| Lana ¹⁸ 2013 | Retirement and teaching work: moment of goodbyes or reunions with work? | Dissertation | Southeast Federal University of Fluminense | Mezzo | Post- Retirement |
| Deps ¹⁹ 1994 | The transition to retirement, in the perception of newly retired professors at the Federal University of Espirito Santo | Thesis | Southeast Federal University of Campinas | Macro | Post- Retirement |
| Costa ²⁰ 2014 | The meaning of retirement for civil servants: the case of a university | Dissertation | Southeast Pontific Catholic University of São Paulo | Macro | Post- Retirement |
| Cézar ²¹ 2018 | Work, retirement and aging: between the paths of (in) social security and personal (in) certainties. A study with professors at the Federal University of Goiás | Thesis | Midwest Federal University of Goiás | Macro | Post- Retirement |

Teacher retirement was studied in eight dissertations (66.7%) and four theses (33.3%), in eleven Brazilian universities, of these, two at the Federal University of Viçosa-Minas Gerais. The Southeast region stands out with six studies (50%), followed by the Northeast with four studies (33.3%), the Southern region and the Midwest with one (8.3%) study each.

The publications on the retirement of university professors were concentrated in the period from 2013 to 2016, with the year 2016 having three (25%) defended dissertations, followed by the years 2014 and 2013 presenting two (16.6%) each and, 1994, 2003, 2011, 2017 and 2018 with one survey (8.3%), respectively. Psychology is the area of knowledge that has most researched on the subject with three studies (25%), followed by Administration and Home Economics with two studies each (16.6%) and the areas of Sociology, Nursing, Gerontology, Education and Language and Linguistics with only one study (8.33%).

The investigations took place in the light of three different theoretical references: Theory of Social Representations;^{3,14,16} Schlossberg's Adaptation Model to the Transition (1981)¹⁹ and The Huberman Professor's Professional Life Cycle Theory (1989). IN the remaining research, theoretical reference was not identified. In terms of methodological approach, eight (66%) qualitative studies and four (33.3%) denominated quantitative / qualitative were identified.

Descriptors, synonyms and keywords were used to index the research. The word "retirement" was chosen as a keyword in the identification of six (50%) studies, followed by the keywords "retirement preparation", "retirement process", "teacher retirement" and "retired teachers". The descriptor "aging" appeared in three studies (25%), and the keyword "old age" was also mentioned. Still as retirement is considered a social phenomenon, the keywords "social representations", "social practices" and two times (8.3%) "social protection" were found in two (16.7%) articles.

The descriptor "work" was found once (8.3%), followed by the keyword "teaching work" in two (16.7%) and "working conditions" in one (8.3%) study. For the identification of the participants, the synonyms to "professor" and "university professors" appeared twice (16.7%), in addition to the keywords "university professors", "higher education professor", "undergraduate professors", "public servant". In reference to the different thematic scenarios for the retirement research, the descriptors "worker health", "nursing" and "discourse", as a synonym for "decision making" and keywords "teaching career management", "return to teaching" and "teaching" appeared. Notably, in two (16.7%) studies the descriptors were not presented.

Inter-linkages that surround teacher pre-retirement

Studies on pre-retirement focus on understanding how social representations of retirement are configured³; describing the individual before retirement and their expectations for retirement, old age and the aging process¹⁵; analyzing the meaning of work, retirement and well-being among professionals who are close to this process¹¹; identifying social

representations of teaching work and retirement, considering social practices¹⁴; investigating the relationship that exists between aging and decision-making in the face of retirement, evidencing the professional identity and factors that influence the decision-making process¹² and the understanding about career management on the verge of retirement.¹³

We observed that the factors that involve nature in a micro sense, represent different dimensions of being, doing, knowing and feeling, suggesting that the work of teachers can be based on identity, knowledge, action and emotion.¹⁴ We consider that, in this aspect, teaching practice is closely related to the construction of professional identity. Thus, it interferes with social representations in the face of retirement, that is, the greater the identification with the work performed, the more retirement is postponed, which creates emotional difficulties in decision making.^{11,12,14-15}

In addition, the type of work performed is associated with perceptions of the relationship between old age and retirement, security, personal guarantees and certainties.^{11,21} Retirement, specifically associated with positive issues, suggests a decision directed by family and social aspects such as homecoming, more active family life, flexible time with possibilities for leisure, relationships, taking trips, in short, activities postponed during life of work. However, concomitantly, the decision to retire is linked to insecurity in the face of the transition to old age, fear of idleness that can result in physical and mental illness, causing sadness and anguish.^{11,12,14}

At the mezzo level, where the associations between norms, policies, cultural and institutional aspects occur in pre-retirement, research has shown the difficulty of leaving work due to the strong link established, in addition to satisfaction and involvement with work and institution, and the lack of planning in the management of the teaching career.¹¹⁻¹³

In addition, it is emphasized that it is the function of Human Resource Management to manage the set of policies and practices in a structured way. It is up to the sector, therefore, to provide conditions and support for the worker to develop their potential, as well as to provide an environment with opportunities for personal and professional growth²⁶ and, later, support related to retirement near the end of the career.^{3,11,15}

These aspects underlie the moment of decision to retire, in the understanding that work is recognized for providing well-being and greater self-esteem, related to the activities that it provides, be it teaching, research or extension. Thus, it is considered, by many workers, as a proposal for a life project after retirement.¹²

However, at the macro level, research has shown an absence of effective policies for preparing for retirement and disappointments of teachers with changes in social security legislation due to the social devaluation of workers.^{11,14-15}

With the proximity of retirement, the social appreciation that the individual attributes to his/ her function in the labor market, conditioned by the departure from this reality, can be experienced as a source of social devaluation, given that the retired individual is perceived as inactive and without social utility, because its existence is conditioned to professional life.²

This devaluation perceived by the worker reflects concerns about changes in social security legislation. Following changes in labor laws during the years of teaching, the worker is often disappointed in the reforms proposed for the career of the federal employee.^{12,20}

Implications of post-retirement from the teaching perspective

Studies with focus on the post-retirement phase aimed to understand how social representations of retirement are configured;^{3,16} understand the meaning of retirement;²⁰ analyze how retired teachers who continue to work experience this new moment in their career,^{2,17,21} the relationship of the symbolic with the historical, political and ideological;¹⁷ the perceptions of newly retired teachers due to changes and threats of changes in Brazilian legislation,¹⁹ in addition to the meanings of retirement and the experience of aging.²¹

When considering micro-factors in post-retirement phase, retirement is represented by the liberation from teaching work, personal fulfillment and the promotion of individual health, associated with a positive experience due to the freedom from mandatory tasks, possibilities of dedication to the family and socializing with friends, to realize dreams and postponed activities during the working life.^{16,17,20} Therefore, it is considered a new beginning, so that work activities are transferred to other physical spaces, enabling new social relationships.²¹

In this phase, the idea of time, through the age variable, is reported as significant.²¹ It is considered that this condition does not prevent effective and continuous post-retirement work, with the possibility of active engagement in the labor market, a situation that can affect different social categories and professional groups. Specifically, in the teaching profession, the conditions of the physical body related to age do not interfere with intellectual health, given that daily work activities are linked to great intellectual demands. Otherwise, in most professions, the disabled physical body results in socio-laboral regression in old age and / or dismissal from the job.²¹⁻²²

On the other hand, retirement is related to a phase of inactivity and unproductivity, which reflects for some teachers the feeling of “(dis) belonging”, insecurity, personal uncertainties in relation to the activities that will be engaged in after retirement. This perception conditions the worker not to stay at the university and / or not to return after retirement and, when they do return, it is mainly due to the financial need. This attitude relates to type of work performed and the salary received, which impacts the process of feeling or not feeling personal security and certainty in relation to the activities developed in post-retirement.^{3,15,19,21} Consequently, it impacts the plans of retirement of individuals, and may also be related to debt accumulated and the projection of time at work, highlighting the relevant factor in the preparation for retirement.^{15,19-20,23}

The aspects related to the mezzo level, contradict the permanence at work due to financial demands, given that teachers are not workers who receive low retirement wages. We observed that some teachers establish close ties with their

work environment, choosing to continue working linking their choice to pleasure, motivation, life and health.^{2,21}

Often, the decision to continue working is associated with values, considered relevant, among them the feelings of personal and future certainties, and the relative security linked to the possibility to continue teaching, research and extension activities. Therefore, even though work is perceived and experienced differently in this new stage of the career, greater autonomy and flexibility over the tasks performed, the pleasure of performing the work, the training effort and accumulated life experience linked to respect and recognition justify continuity.^{2,11,21}

At the macro level, post-retirement is being discussed in the literature under social and economic aspects. Often, the title of ‘inactive’ is attributed to the retired teachers, reflecting stereotypes associated to the idea of low productivity. This can be anchored in the context of teaching, perceived as an act of transmission of knowledge, with a view to training and preparing citizens for the labor market.^{17,21}

Thus, the studies encourage the reevaluation of perceptions related to teacher retirement, meaning action and not stagnation. Retirement allows the worker to pursue new life projects, whether related to the educational institution or not, and may be linked to volunteering, specialized consultancies or even the development of new careers, considering the perspective of living many years even in the post-retirement period.²¹

However, some negative feelings permeate the process, such as coercive factors or those related to changes in federal legislation, due to the economic expectations in post-retirement life. Studies show that a pessimistic outlook on the economy, such as the reduction of Social Security benefits, influences retirement expectations, leading teachers to anticipate retirement,^{16,19} or the increase in future benefits due to continuous work, which is more evident among married women.⁵

FINAL CONSIDERATIONS

Trends in teacher retirement studies seek to discover the configuration of social representations in pre- and post-retirement, expectations, meanings in the aging process and decision-making regarding continuity of the career. These were discussed mainly in 2016, in dissertations, developed in the southeastern region of Brazil, in the area of Psychology, using qualitative approach.

When considering that work is related to the individual identity and that it occupies a considerable space in human life, the removal of the worker from this context can have different effects, since society values productivity. In this manner, government responsibility to legislate, as well as that of educational institutions are emphasized in the development, organization and improvement of services and actions that meet the needs of teachers, providing effective assistance when preparing for retirement, so that the loss of the function does not become a negative experience, but on the contrary, promotes a positive perception, (re-)signifying the possibilities that this new phase can represent to the teachers.

The lack of standardization of the abstracts presented on the CAPES Portal, often makes it impossible to include some studies in the corpus of documentary research, since they do not explain relevant information about the thesis or dissertation published. We believe that this limitation may have influenced the findings of this study, considering the need for reflections to overcome these difficulties, so that future research can access and deepened the understanding of theme of the retirement of teachers.

The gaps found in the knowledge produced by the theses and dissertations reviewed indicate the need for the studies that address aspects related to pre-retirement, specifically the preparation for the transition to post-retirement. We suggest, therefore, to carry out research that addresses such perspectives, enabling the understanding of this phase through micro, mezzo and macro aspects, with a view to propose policies aimed at the teachers that are planning to retire, as well as providing opportunities for reflection on a new perspective of planning and experiencing that moment.

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