



“We always find ourselves with the guillotine on our necks”: precariousness and violence in the teaching work

Solange Lopes da Silva*, Carla Vaz dos Santos Ribeiro and Brenda Barros Machado

*Department of Psychology, Center for Basic Studies, Federal University of Maranhão, Av. dos Portugueses, 1966, 65065-545, São Luís, Maranhão, Brazil. *Author for correspondence: E-mail: solangesilva@hotmail.com*

ABSTRACT. The current political-economic scenario has generated changes in public higher education, resulting in precarious conditions and labor relations. Such scenario materializes in the universities and the performance of the substitute professors submitted to temporary employment relationships. In this article, we analyze the nature of the relationship between the precariousness and the occurrence of violence at work as well as its subjective repercussions. The data presented here stems from a qualitative research derived from a master's thesis that used the theoretical-methodological reference of work psychodynamics in articulation with historical-dialectical materialism. Interviews were conducted with 28 professors, three managers and 14 group sessions, with six professors. It has been contemplated in compliance with Resolution No. 510/16 of the National Health Council on ethics in research in social and human sciences. Psychological violence has been observed in the way work is organized as well as in established relationships that originate suffering and may compromise the health of professors although the existence of pathologies has not been characterized. Nevertheless, the pleasure in the work is experienced by the meaning that it assumes for the professors and the society; by the degree of autonomy made possible in the exercise of the attributions; and also by the recognition coming from the students.

Keywords: higher education, substitute professor, sufferance at work.

“A gente está sempre com a guilhotina no pescoço”: precariedade e violência no trabalho docente

RESUMO. O atual cenário político-econômico tem gerado mudanças no ensino superior público, resultando na precariedade das condições e das relações laborais. Isto se materializa nas universidades, na figura dos professores substitutos, submetidos a um vínculo temporário. Nesse artigo, analisa-se a natureza da relação existente entre a precariedade, a ocorrência de violência no trabalho e suas repercussões subjetivas. Os dados aqui apresentados foram oriundos de uma pesquisa qualitativa, fruto de uma dissertação de mestrado, que usou o referencial teórico-metodológico da psicodinâmica do trabalho, em articulação com o materialismo histórico-dialético. Foram realizadas entrevistas com 28 professores, três gestores e 14 sessões coletivas, com seis docentes. Contemplou-se o cumprimento da resolução nº 510/16, do Conselho Nacional de Saúde, sobre a ética nas pesquisas em ciências sociais e humanas. Foram constatadas violências psicológicas no modo de organização do trabalho e nas relações estabelecidas, o que gera sofrimento e pode comprometer a saúde dos professores, embora não se tenha caracterizado a existência de patologias. Não obstante, o prazer no trabalho é vivenciado pelo sentido que este assume para os docentes e a sociedade, pelo grau de autonomia possibilitado no exercício das atribuições e ainda pelo reconhecimento vindo dos discentes.

Palavras-chave: ensino superior, professor substituto, sofrimento no trabalho.

“Siempre estamos con la guillotina en el cuello”: precariedad y violencia en el trabajo docente

RESUMEN. El actual escenario político-económico ha generado cambios en la enseñanza superior pública, resultando en la precarización de las condiciones y de las relaciones laborales. Esto se materializa en las universidades, en la figura de los profesores sustitutos, sometidos a un vínculo temporario. En este artículo, se analiza la naturaleza de la relación existente entre la precarización, la ocurrencia de violencia en el trabajo y sus repercusiones subjetivas. Los datos presentados aquí fueron procedentes de una investigación cualitativa, fruto de una disertación de maestría, que utilizó el referencial teórico-metodológico de la psicodinámica del trabajo, en articulación con el materialismo histórico-dialéctico. Fueron realizadas entrevistas con 28 profesores, tres gestores y 14 sesiones colectivas, con seis docentes. Se contempló el cumplimiento de la resolución nº 510/16, del Consejo Nacional de Salud, sobre la ética en las investigaciones en ciencias

sociales y humanas. Fueron constatadas violencias psicológicas en el modo de organización del trabajo y en las relaciones establecidas, lo que genera sufrimiento y puede comprometer la salud de los profesores, aunque no se haya caracterizado la existencia de patologías. No obstante, el gusto en el trabajo es vivido por el sentido que este asume para los docentes y la sociedad, por el grado de autonomía posibilitado en el ejercicio de las atribuciones y aun por el reconocimiento proveniente de los discentes.

Palabras-clave: enseñanza superior, profesor sustituto, sufrimiento en el trabajo.

Introduction

This present article addresses as a central theme the relation among precariousness, violence and suffering in the work of substitute professors of a specific federal institution of higher education (IFES).

The contents presented stem from the master's research of one of the authors of the text who was financed by the Observatory of Education (Obeduc)/Coordination for the Improvement of Higher Education Personnel (Capes). This study was also developed within the framework of a research group that has been discussing teaching work in higher education since 2009.

Based on the readings and discussions made in this group, it has been observed that the intensification of the precariousness of the work is significantly present through the observed routine of the effective professors of the IFES. It has been identified that this category of workers, faced with the process of reconfiguration of public higher education, is not immune to the inclemencies of the world of work, previously more restricted to the private sector.

Faced with the verified scenario, the following questions have been posed: How does such precariousness impact substitute professors? How does the temporary employment relationship affect the conditions as well as the work organization of these professionals? To what extent does the attributes of such relationship influence the workers' interaction with colleagues, bosses and students? How can these elements promote susceptibility to cases in which violence occurs at work? How do professors deal with such adversities?

In the few researches carried out by Moita, Aquino, Correa & Souza (2014), Koehler (2006) and Rates (2015), the precariousness and the psychic suffering experienced by the category is likely to increase, pointing to situations that can be characterized as violence at work. Specificities have been observed that deserve to be tackled, analyzed and discussed.

Taken into account the relevance of the precariousness as well as the violent situations and the silence of professors in this context, as pointed out by Moita et al. (2014) and Rates (2015), this reported research aims to intervene on such reality through a collective space of testimonials, listening

and intersubjective exchange by allowing professors some reflection and externalization of the experienced situations.

In order to achieve such result, the following specific objectives have been established: a) to characterize the conditions and organization of the work of substitute professors; b) to identify how violence is manifested in the daily work of these professors; c) to provide a collective space for intersubjective exchange and critical analysis of the work organization.

Considering the complexity of the issues involved, a qualitative research has been chosen. As for the research, bibliographic sources, documentaries and data collection have been used.

The theoretical-methodological reference is based on the Psychodynamics of Work in articulation with the Historical-Dialectical Materialism. As for the latter, it is believed that it allows a wider view of the phenomena on account of, as Ianni (2011) affirms, assuming that in order to understand an object of study, an observation is necessary to uncover the non-visible dimensions that are not immediately given.

The approach related to the Psychodynamics of Work is simultaneously characterized as research and action and provides, through the work clinic, a collective space for testimonials and analytical listening of suffering, offering conditions for a critical analysis of what has been experienced. It is understood that from such approach, a repositioning of the workers can take place through awareness and cooperation, increasing the possibilities to deliberate and formulate proposals on certain aspects of the conditions and work organization.

According to Dejours (2011) and taking into account the adaptations proposed by Mendes (2014), the research relies on the following procedures:

a) pre-survey - survey of bibliographic and documentary material related to the mentioned categories; formal authorization of the institution; constitution and preparation of the group of researchers; contact with potential participants (heads of department and substitute professors); presentation of research objectives, possible psychological risks for those involved as well as the signing of the Informed Consent Form (TCLE); organization of survey interviews to map the demand and knowledge of the work organization;

b) research itself - 14 collective sessions per week, ranging from November 2016 to January 2017, with an average duration of 1h30 each session;
 c) interpretation, validation or refutation of the data - process that is observed alongside the conduct of the research.

After each collective session, the memorial was elaborated to be discussed in the weekly supervision meetings of the team of researchers, aiming to develop plural modes of interpretation as proposed by Mendes (2014). At each subsequent session, the group was asked to return the analyses and interpretations so that the theme of the previous session could be resumed and the memorial eventually read and discussed.

As for the subjects of the research, 28 professors participated and were called interviewees. Then, 6 out of those 28 professors took part in the collective sessions and were called participants. The adopted criteria address the employment relationship with the institution at the time of the data collection and being observed the minimum time of three months. The choice of the interviewees was intentional, with the identification of cases compatible with the objective of the study since it has been defined to capture the experiences of a certain group of them without emphasis on generalization.

As for the managers, three heads of department were interviewed and chosen according to the network of the contacts of the researcher. The only criterion used was that they were expected to be at least one year in the exercise of the function. The heads of department and their respective work sites had no relation to the departments in which the interviewed professors were related.

In terms of instruments and techniques, the following criteria have been adopted: semi-structured interview script, one for the heads of department and the other one for the professors; participant-observation; and the Informed Consent Form (TCLE). The interviews have been recorded with the permission of the participants and transcribed *ipsis litteris*. Clinical session data have been recorded in three ways as predicted by Mendes (2014): recording (also authorized), memorial and field diary.

It should be emphasized that, in regard to the participants' emotional / psychological risks, Resolution No. 510/16 of the National Health Council (Brazil, 2016b), which deals with the ethics of research in the social and human sciences, was fulfilled. It should also be noted in this article that the discussion of the results is not detached from the theoretical framework. It corroborates Moraes (2015, p. 66) based on the argument that "[...] the

methodology of the work clinic stands out by the permanent valorization of the coming and going between the empirical field and the conceptual constructions."

Finally, it should be pointed out that, in order to meet the objective outlined in this text, two elements have been adopted: flexible capitalism and the precariousness of teaching work in the federal institutions of higher education with emphasis on the work activity of the substitute professor; and the analysis of the violence arising from the precariousness of the context in the daily work of this category of professors.

The flexible capitalism, the public university and the performance of the substitute professor

Approaching in which way the precarious conditions of work reach the teaching performance in the federal institutions of higher education implies understanding the circumstances and conditions under which public organizations, although not for profit, have had their routines and practices aligned and, being bold enough to state this, submitted to the mercantilist neoliberal logic.

It is a historically constructed process that has its roots in the capitalist mode of production, which has strengthened the idea of private property and reduced the meaning of work to employment, having as a center of society and capital the image of companies. This mode of production inaugurates the cult of private organizations, which gain more and more visibility with the implementation of rational methods of work, understood as synonymous with efficiency, productivity and quality.

In the face of globalization, the emergence of new technologies and productive restructuring - which characterized a new era of capitalism -, the increase of management models occurs alongside the supremacy of practices and working methods used in private companies and at the same time considered leaner, less expensive and more flexible. Public organizations are labeled as inefficient and unproductive.

In this regard, there has been room for the application in the public sector of the same philosophies and practices implemented in factories and in companies in general: reduction of expenses and reduction at any cost, flexibilization of labor relations and deregulation of rights. It has been defended the idea of a minimal State by the minimum of intervention in the laws of market that are understood, erroneously, as natural.

As portrayed by Ribeiro e Mancebo:

This entire recipe for changes in the world of work, accompanied by a discourse that advocates the need to equally reduce the functions previously attributed to the states, deeply affect the public service. Indeed, in many situations and countries, there is a dismantling of the state productive sector, waves of privatization that withdraw sectors previously considered strategic from the hand of national states (2013, p. 195).

In this context, some of the hard and belatedly rights conquered in Brazil, through struggles and resistance, culminating in the labor rights, are considered as an obstacle to the development of the capital. Many other factors, such as education, health and safety, being minimally guaranteed to citizens, are downgraded to the category of services to be consumed, only accessible to those who can buy them.

Thus, there is a tendency in which the line between the public and the private sphere becomes very tenuous so that the market rules applicable to one context will be applied to the other. Moreover, under the aegis of the neoliberal paradigm, a relationship of 'partnership' is being established between the two sectors whereby public funds are destined to reverse the crisis of capital. Citizens are sacrificed under the fallacy that they can now have the freedom to choose more efficient private services.

A model of development focuses on education and knowledge, but, above all, the result is a restrained education in accordance with market needs; therefore, the intention is to specifically meet their demands. Public higher education, by allowing a critical reading of reality, will not be among the priorities; the rules and goals to be met in terms of education, especially in Latin American countries, are established by international organs such as the World Bank and the International Monetary Fund.

The whole governmental and legal apparatus is constructed in order to ensure a contradictory process, which translates into the encouragement and financing of private higher education through the use of resources of public origin. Simultaneously, there is the internal restructuring and privatization of public universities and the use of university knowledge in favor of market issues.

In order to better illustrate such context, according to Léda and Mancebo (2009), it is worth mentioning: the connection of federal and state public universities, respectively, to the Ministry of Planning and the corresponding bodies in state governance rather than the Ministry of Education; the creation of laws regulating market exchanges between the university and the market - the Law of

Technological Innovation, nº 10.873 / 2004, and the Public-Private Partnership Law, No. 11,709 / 2004 (Brazil, 2004), in addition to those that benefited the expansion of private higher education - the Law of Guidelines and Bases (LDB) of 1996, advancing with the National Education Plan (PNE) in 2001.

On the other hand, as a counterpoint to conceal the real attempt to privatize higher education, it is worth recalling the approval of Presidential Decree No. 6,096, of April 2007, establishing the Program to Support Restructuring and Expansion Plans of Federal Universities (Reuni), which, in practice, according to the managerialist and market perspective, links the receipt of funds to the fulfillment of contractual goals related to the reduction of evasion and costs per student; to the creation of night courses; to the flexibilization of curricula; and many other criteria only associated with the motto 'do more with less'.

Additionally, Law 12,550 of December 2011 (Brazil, 2011) was approved, which allowed the creation of the Brazilian Hospital Services Company (Ebaserh), under a private law regime, which clearly outsources university hospitals; the National Education Plan (PNE), approved by the Dilma government in 2014, which, under the ideological discourse of accessibility to higher education, diverts public resources to private institutions through the Student Financing Fund (Fies) and the Program University for All (Prouni), Law nº 11.096/2005 (Brazil, 2005).

It can also be listed in the past two years: the budget cuts established in 2015 that enormously affected higher education; the sanction, by the former president, in January 2016, of Law 13,243/2016 (Brazil, 2016), which defines the regulatory framework, the legal terms that come to conduct Brazilian production in the field of science, technology and innovation, submitting it to the national and international market; and the Constitutional Amendment Proposal (PEC) 241, which, under the pretext of containing the economic crisis in the country, established an interruption on public spending for up to twenty years, implying a limitation in the limited and insufficient resources regarding maintenance and investment in the guarantee of rights, such as education.

In this context of budget cuts and changes on higher education in Brazil, it is remarkable the testimonial of a research participant referring to the justification of the lack of resources to apply for a position in the public office for professors:

[...] there is a context [behind that justification]; the University Rector himself: go ask him why he does

not apply for a position in the public office and he will have an answer; a response that even convinces you: 'because there is no resource'. Right, there is no resource to public office for professors, but you have the resources to do other things. I think we should always be careful about this structure as a whole (Participant 4).

Stemming from these elements, the main lines that guide a world logic and translate the historical construction of hegemonic discourse that justify, for example, exclusion, unemployment, submission to work under precarious conditions as a result of the lack of qualification are evident. It masks the political, social and economic conjuncture that delineates the bad conditions to which everyone is submitted, whether at work, in relationships, or in health.

Throughout this process, flexible capitalism gradually establishes itself also in the public university, generating the elements of bad conditions that are integral to it, such as: intensification of work, flexibilization, suppression of rights, outsourcing, contracting for a specified period and illness.

As a matter of fact, under the fragile discourse of generating jobs, the Chamber of Deputies approved, in March 2017, Bill 4,302/1998 the practice of outsourcing by companies including outlined activities and even extending it to public administration. It is understood that the organization of public examinations in universities will soon be a distant reality; subsequently, the instability of employment relationships – which is materialized into this environment, among other reasons, through the hiring of professors for a fixed time – can be reinforced through outsourcing.

As for the repercussions of this impairment of the employment relationship, there is a feeling of insecurity that affects the life of professors:

You think 'wow is it going to be renewed?' because, as much as I try to live my life, we have to live it in the present moment. Life is the present, not the future. You set medium-term goals for your life. You have to do it. And that ends up affecting your goals as you catch yourself thinking, 'will they renew my employment relationship here, will it work for me?' So you keep thinking about it. And that gets on your conscience; it really does (Interviewee C).

It is also noted the increase of instability due to the fact that the contracts of substitute professors, previously with a one-year term, now have a duration of only six months, accentuating feelings of fear and insecurity: "So, we have that feeling ... that ... looks like the guillotine, always close, we do not know if it will stand still, if it will not stand still. So

this is all about precariousness; we see that such feeling has increased" (Participant 6).

There is also the intensification of activities and the journey, which tends to be naturalized by some participants, generating damages to life beyond work:

[...] we overwork like crazy; [...] professors like us, we're sure that we're going to work at home – that's a fact! – we have to learn to deal with it, because sometimes you have to have lunch with your family, go to the birthday party of someone close to you and, depending on the workload that I might have, I would have to relegate my personal life; because you have to think: grades, correcting tests ... but I do not see it as a problem itself related to the activity of the professor, that is, having to work at home (Participant 5).

[...] I always hear this a lot, 'wow, you have 40 hours as a professor'. As if this were something that means 'If you have 40 hours, you have Monday to Friday, so eight hours a day you have to be available and that's why I will not ask what is most suitable to you' (Participant 4).

In this aspect, the precariousness – which stands for loss of rights and intensification of work – has entered the public sphere and the university. Initially, through the so-called career professors, when, in the 90s, between the presidencies of Fernando Collor and Fernando Henrique, through provisional measures (MPs), a series of changes in the rules for retirement were designed, among them the change in the form of incorporation of gratuitous functions, of positions of direction or of advising by MP n° 831/1995 (Brazil, 1995), in addition to the extinction of the premium license and the advantages for full retirement, through MP n° 1,522/1996 (Brazil, 1996), just to name a few.

Such changes were effectively consolidated so that the provisional measures were transformed into laws. Retirement rules were changed, giving margin to a process known as 'the brain drain', representing the anticipation of the professors' retirement requests in order to preserve some of the rights that would be lost and to seek other forms of income, for example, through migration to private higher education after retirement. Nowadays, there is the imminence of another reform, the social security system, which once again is expected to affect the life of career professors who are about to retire.

In convergence with the neoliberal policy of cutting public funds, the organization of public exams for the replacement of these professionals was not regarded as a first alternative and it was necessary, in conformity with the current agenda, to

use legal mechanisms to flexibilize labor relations that could meet the demand of the moment in accordance with the premise of a lean State.

It is worth mentioning that, even when vacancies were open to everybody via public exams, they could not meet the need due to another element that also contributed to the vacancies: the requested removal of many effective professors through leave and qualification purposes, including the requirements regarding the doctorate (Rates, 2015).

Thus, the main output was and has been placed in terms of flexibilization, that is, the expansion of employment rules related to the profession (Moita et al., 2014). Initially, the legal protection found by the federal institutes of higher education, intending to sustain the hiring of those who were called substitute professors, was Law No. 8,745/93 (Brazil, 1993) that anticipated the hiring of professionals for a fixed period of time to meet the temporary need of exceptional public interest.

Following such logic, through Law 12,772/2012 (Brazil, 2012), the substitute professor was inserted within the career of the higher teaching profession, being established that his employment should be authorized by the institution's manager, provided that there were financial resources and working conditions of 20 or 40 hours. Nevertheless, opposed to what happened in the 1990s and even in the mid-2000s - when in some federal institutes of higher education, depending on the course, the index of substitute professors reached close to 50% of the teaching staff - in the past years this reality has changed since the legislation itself established a ceiling for such contracts whereby the recruitment of substitutes can not exceed a maximum of 10% of the total number of professors.

Perhaps there has been, in fact, some changes in terms of the number of substitute professors in proportion to the number of effective professors compared to the end of the twentieth century and the first decade of the twenty-first century. However, data presented by Rates (2015) indicate that, although within the established target (substitutes representing 8.55% of all professors), they were present in all departments of the federal institutes of higher education; in some cases, were equal to or greater than 20% of the board.

Having said that, the importance of unveiling the work reality of substitute professors is essential: "[...] it is useful because it also helps to denounce the fact that the university does not promote public exams; and that should be done ... when it comes to keeping precarious work as normal, when it actually should be exceptional" (Participant 4).

It becomes evident the possibility of a decontextualized understanding about the necessity

of this type of hiring within the university. In one session, such discussion was carried out. The testimonial of a professor can translate this risk of naturalization:

I don't think it should end [the role of the substitute professor]. [...] I'm referring to what you said at the beginning; regarding the importance of such experience for us when it comes to dealing with it, 'oh, now I'm no longer a researcher, I'm a professor' and suddenly I even find myself in a place that I may not even like to be or don't belong to. That's what I mean (Participant 3).

According to the words of the participant, it is as if the hiring of substitute professors, in this contractual modality, fulfills the role of familiarizing the young professional with the universe of teaching, allowing him to try the exercise of this activity before actually opting for this career, thus justifying its existence by means other than the flexibilization of labor relations and its weakening.

It should be noted that, although this moment may indeed be relevant as a form of 'training' for academic life, such contractual modality may be necessary to justify the licenses of the employees due to medical and maternity leave. What is seen is the daily use of this measure to replace the deficit of professionals within the university when it comes to lack of investment in public exams. It is also common that substitute professors are not necessarily professionals at the beginning of their careers. It was found in this research cases of professors who were no longer in the first two years of acting as substitutes and who have already accumulated extensive experience in teaching, whether in private universities or in the state education network.

It is also worth mentioning that the post-graduate programs, with the possibility of masters and PhD programs, at least theoretically, are the opportunity for training and development of new professors, providing, for this reason, the activity of internship focused on teaching.

The hybrid forms of violence in the daily school of substitute professors

It is understood that the deterioration of the conditions highlighted so far, coupled with the desire and expectation of substitute professors to return to university through the approval in the public exams generates susceptibilities to the naturalization of a series of forms of violence to which they are subjected in daily work.

Therefore, Rates (2015), by investigating the dynamics of pleasure-suffering in the work of

substitute professors of the Federal University of Maranhão (UFMA), observed: "Such professors, in the name of employability and latent desire to return as effective, allow the work organization to intensify their work, including endorsing some injustices, with constant threats to their health"(Rates, 2015, p.112).

During the sessions of the work clinic, it was perceived the tendency to naturalize some situations, such as the moment of the distribution of disciplines in which it becomes evident that only effective professors teach certain subjects related to the course and its respective department:

[About] the issue of teaching a discipline related to the course, so far, at the present moment, has not been proposed. The reason lies in the fact that the effective professors from department 'E' do not give in. So, you will only get some discipline from the course itself if there isn't any effective professor left to be in charge of it. Because effective professors do not even give in ... then, we will teach disciplines of other courses, fill gaps that effective professors do not want ... even teaching in other courses (Participant 5).

[...] my colleague, professor 'X', got 4 disciplines and one of 90 [hours]; and there it goes what he tells me ... he tells me, 'My friend, I'm an employee here, so when my discipline is chosen, I simply take it' (Participant 2).

In addition to the nature of the temporary relation and the suppression of certain rights, general changes regarding the work of substitute professors have ample repercussions of a subjective, symbolic and psychosocial nature. This is reflected in statements such as the following:

[...] sometimes, I must confess, I even avoid saying that I am a substitute professor; it's not that they [the students] are going to disrespect me or misjudge me, but we get a little intimidated by this possibility: 'Oh! Is he a substitute professor? Why is he so demanding? [Why] he's like that ...'; when it comes to attendance, I am very strict and that's the kind of feedback that I receive: 'Why does he behave like that? [After all] He is just a substitute professor! 'We have this idea. I do, at least' And then I said once: 'Look, I'm not going to join [the strike] because I'm a substitute professor'; 'Oh, you are a substitute professor?', 'Yes, I am' (they all laugh). And there is a way of confessing a situation and we do not know what kind of reaction these students will have. I said, 'Look, I'm not going to join it because that situation can happen, such and such'. And so it goes without ending (Participant 1, our emphasis).

What am I compared to the great ones already there? [Referring to effective professors] (Participant 5).

It is evident that the place of the substitute professor is marked by a series of stigmas from which it is possible to understand they do not feel comfortable to exercise their authority as professors in front of the students and even demand the observance of the own institutional rules, such as the attendance list. In addition to this, the use of the verb 'confess' stands out when the participant refers to the fact that he told the students that he was there as a substitute professor; the feeling is that one is revealing a secret, reporting a mistake and even committing a 'sin'.

Returning to one of the most evident aspects of the precariousness that these professors are submitted, we highlight the survey conducted by Rates (2015) in which the specific details about the nature of the substitute professors' activities do not appear in the current legislation. It is up to the institution and even each department to define them.

It has been possible to verify different conceptions about the possibilities and limits in the performance of the substitute professor, depending, at times, on whom is the head of the department. While in some cases it is possible for the substitute professors to act beyond the classroom, including supervised traineeship, monograph guidelines and even participating in research groups, for others this category may be perceived as less qualified, less experienced and not encompassing activities other than the administration of disciplines.

On the other hand, in many circumstances, if not in most of them, what remains for the substitute professor is some subject that does not appeal to the effective ones. In other words, the disciplines that are not interesting to effective professors are chosen to substitute ones even if these disciplines are not related to their area of interest, research and study.

Most importantly, silence, a remarkable element in the experiences of this category, reveals itself in the naturalization of a subservience that, given the circumstances in which this occurs, often marks the relation of the substitute professors with both their effective colleagues and head of the department as outlined in the following testimonial:

This tiny word [substitute] makes all the difference. [...] I was thinking a lot about this word. How much, perhaps, this word suggests a series of feelings about it, even feelings of anguish, and that is all about being accommodated in a lack of communication, accepting that such thing has to do with a inferiorized place, to whatever is lost, temporary and even knowing how to roll with the punches ... That's what I say, I'm here to fill in the gaps. I know they will choose the disciplines

that there is a gap there, without a professor (Participant 6).

It is understood that the accommodation referred to by the professor, in the face of the 'lack of communication', translated by silence or acceptance of an inferior place assigned to the substitute professor, constitutes what the literature calls 'voluntary servitude' (Chauí, 2014) and gives scope for acceptance and banalization of psychological violence.

Such trivialization is also reflected in the relations between the substitute and the effective professors, in a way not always subtle, as it is highlighted in the following testimonial:

We were co-teaching the discipline, something like that... the other day a [effective] professor said: 'Ah, but these prostitute professors cannot get overwhelmed', it turns out that the substitute turns into a prostitute (Participant 3).

At this point, it is important to point out that, according to Mendes and Araújo (2010), this phenomenon - psychological violence - occurs when the workers can no longer be the subjects of their actions and behaviors since they are oppressed due to elements of the work organization and devoided of their desires and interests. In this context, according to Mendes and Araújo (2010, p. 92):

[...] violence is understood as any attempt, explicit or not, to harass the other, to de-subjectivate it, undermining their capacity to think, feel and act, which makes it a singular subject. This aggression can be practiced against themselves and against third parties, constituting a situation that involves the game of constant domination-resistance. There is no victim and aggressor; there is a perverse network of relationships that are constructed based on behaviors of resignation.

Another important point about the limits imposed on the performance of substitute professors appears in the research carried out by Moita et al. (2014) within one of the federal institutes of higher education, in which was observed that those professors, in meetings and departmental assemblies, have the right to speak, but not to vote, which constitutes a clear devaluation of this group.

In a survey conducted at UFMA involving different departments, Rates (2015) found out that the substitute professors have vote and representation in departmental assemblies. Nevertheless, there are still conceptions such as the one reported by a participant: "[...] there was a professor there who said that substitute ones have no voice, and that they had only to do what they were assigned to" (Participant 2).

It is understood that statements such as the one above denounce that the precariousness of the

employment relationship is the starting point for the appearance of the other elements that depreciate the condition of the substitute professors. As already mentioned, these professors have their attributions and functions limited due to the temporary nature of their contract. Some expressed insecurity, fear and isolation in the face of situations of diminished value. These elements reveal how these professors are treated by their effective colleagues in addition to reflecting the difficulties presented in the constitution of their identity as professors.

Stemming from this, it becomes evident that the contingency of the employment relationship accentuates the precariousness of work, relationships, subjectivity and even health, considering the existence of another element found throughout the research: voluntary servitude. For that reason, such situation influences the way that substitute professors, in addition to external control and lack of recognition, place themselves in a condition of inferiority.

Therefore, the need and importance of a collective space of speech and listening about the experiences at work are justified. At this point, it was interesting to note during the mentioned interviews that there was some discomfort and uneasiness among some professors when they posed the following question: 'But why only with substitutes?' And later, at work sessions, the stimulus, enthusiasm and interest in participating have been expressed in speeches such as this one that follows:

I think your theme is already a ... it's of great relevance [...]; because it's a reality and sometimes it is a harsh reality; because these numbers are important ... Who are the substitute professors? How is the university dealing with all this? [...] Because we are invisible; there are our students, but in general we are invisible; we are invisible, in fact. It is important to give light to such a rich experience within the public university that is the experience of a substitute professor in its harsh conotation. I must congratulate you for choosing this theme [...] (Participant 4).

It is understood that this is what the psychodynamic clinic of work proposes: to 'give light to such a rich experience' by giving voice to the 'harsh connotation' of that experience, allowing an amplified analysis of the interlocutions between subjectivity and work and favoring the subjective mobilization of workers in the face of adversity.

Final considerations

Considering the purpose of this reported research, which was to analyze the nature of the

relationship between precariousness and violence in the work of substitute professors of a federal institution of higher education, it could be observed that temporary employment affects the organization of work, relationships and subjectivity, favoring the occurrence of subtle forms of violence which are practiced in this contractual modality.

It was observed that the instability to which substitute professors are subjected, as well as the desire and expectation of returning to the university as effective professionals, keep them predominantly silenced in the face of the subtle violence that occurs in their daily work.

Indications of voluntary servitude have been established by making these professors, in addition to the violence experienced in their work environment, regard themselves in a subordinate position, reinforcing the existing stigmas to such an extent that they stop talking about the situations of violence; if they were not under the pressure of instability and insecurity as well as the need for permanent approval and acceptance, perhaps they would act differently, expressing more spontaneously their subjectivity, opinions and convictions.

From this perspective, work precariousness acts as a disciplinary tool in the world of work, institutionalizing insecurity and fostering fear by silencing the voice of the worker. It also makes the quest for survival in the crowded labor market, even in unstable conditions, the central stimulus for the act of working away from the desires and interests of the working-life-class and, therefore, making it a factor of sufferance rather than of pleasure, perhaps of illness. It is worth saying that, although some professors have reported occasional manifestations of somatization, although transient and occasional ones, the existence of labor pathologies have not been characterized.

Thus, even surpassing the level of euphemisation of suffering manifested by servant attitudes and silence, the mentioned professors find meaning in their act; take pleasure in the activities carried out; and, in most cases, admit that there is recognition from both the students and society as a whole. As a result, they understand that the role as a university professor - despite the precariousness of rights, employment relationship and professional identity - gives them a place of social visibility; creates opportunities to continuous self-development and learning; and, finally, allows them a certain degree of autonomy when it comes to carrying out the activities.

It is stated, however, considering the precariousness of Brazilian higher education -

observed, among other evidences, due to the fact that this segment is among the twenty economic activities of the country registered more frequently among workers with more than one employment relationship, as it appears in the Yearbook (Department of Statistics and Socioeconomic Studies) (DIEESE, 2016) - that the scope of this study should be small. It must be recognized the need to develop new research on the subject, possibly including the application of psychodynamic work clinic and its contribution to the health of these workers.

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Solange Lopes da Silva: Holds a Masters degree in Psychology from the Federal University of Maranhão (UFMA, Brazil, 2017) and is a Psychologist at this same institution (2000). She acts as a guest professor in postgraduate courses and was a professor in private higher education as well as a substitute professor. She was also part of a research group on Teaching Work in the Expansion of Higher Education, member of the Ethics Committee of the Regional Council of Psychology, CRP 22 and has experience with clinical psychodynamic work.

E-mail: solangesilvar@hotmail.com

ORCID: <https://orcid.org/0000-0003-4143-2152>

Carla Vaz dos Santos Ribeiro: Holds a PhD degree in Social Psychology from the State University of Rio de Janeiro (UERJ, Brazil, 2011) and currently works as a Professor of the Masters Degree in Psychology from the Federal University of Maranhão (UFMA, Brazil). She is the Coordinator of the Graduate Program in Psychology at UFMA, member of the Network UNIVERSITAS/BR and the work group - Psychodynamics and Work Clinic of the National Association of Research and Postgraduate in Psychology (ANPEPP). She has also experience in the area of Work Psychology and has interest on the following areas: world of work, worker health, meaning of work, retirement, pleasure and sufferance at work and teaching work.

E-mail: carlavazribeiro@uol.com.br

ORCID: <https://orcid.org/0000-0002-5518-9619>.

Brenda Barros Machado: Undergraduate in Psychology from the Federal University of Maranhão (UFMA, Brazil) and currently participates in the Research Group "The repercussions of the retirement process on the subjectivity of professors of a federal institution of higher education". She previously integrated the Research Group on Teaching Work in the Expansion of Higher Education, from 2015 to 2016.

E-mail: brenda.b.machado@hotmail.com

ORCID: <https://orcid.org/0000-0001-6864-6148>

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