

6 - PROFILE OF UNIVERSITY PROFESSORS: A STUDY IN THE STATE OF TOCANTINS.¹ODÉLIO JOAQUIM DA COSTA²NOELI MARIA STÜRMER¹Instituto Federal de Ciência e Tecnologia do Tocantins²Universidade Lusófona de Humanidades e Tecnologias
delioneuro@hotmail.com**INTRODUCTION**

In Brazil, higher education is an integral part of the history of Brazilian society. The arrival of the Portuguese royal family in 1808 triggered the creation of the first schools in Brazil, mainly due to pressures exerted by the elites of society. In this panorama that the teaching profession of higher education in Brazil.

Historically, the first university professors were brought in from European universities. However, after the Proclamation of the Republic, with the expansion of higher education courses, the faculty needed to be expanded. The professors, most of them were invited to work in educational institutions due to their experiences and performance as professionals in their area of operation. His job was to teach students to be as good as professionals they. It was believed that whoever could teach know automatically, with no deeper concerns with the need to prepare teaching the teacher to teach this teaching (Masetti, 1998).

According to Miguel (2000), the teacher seemed more like a professional who was in government service and later, when it organizes the Brazilian state (after Brazilian independence occurred in the year 1822), as its official. However, was from the twentieth century with the onset of industrialization and the change in production work for the university, and therefore the job of the teacher, came to be regarded by the population as a social need in the training of manpower. The teaching profession in Brazil was regulated by Decree number 2.028 of 1940. determined that all educational establishments to record and sign the teachers' professional portfolios legitimizing in this way, the professionalization. Since then, activity has been regulated through registration in the Ministry of Labour (FERREIRA, 1998).

Formal education in Brazil, currently (BRAZIL, 1996) is divided into four levels: kindergarten, elementary, middle and upper. Higher education, focus of this work is the responsibility of the Federal Government that oversees and directs the Higher Education Institutions (HEIs) both public and private executing this type of education. The teacher to teach an undergraduate discipline needs to spend a long time researching, preparing and deepening the theme and not just learn it quickly. It is required some time to mature and get to know and security in an academic subject and its implications (SOUZA, 2001).

There are also cases of some areas of education that teachers have an array of technical and scientific characterization of the content of lacking the discipline to organize teaching. In this group of teachers are mainly in medicine, physiotherapy, dentistry, graduate education in physics, biomedicine, pharmacy, nutrition and others. Therefore, the initial shock to the educational environment, unknown during the undergraduate specialization / Masters, which gives priority to training in the technical area, it becomes an aggravating factor, causing uncertainty and anxiety for teachers (SOUZA, 2001).

Before the promulgation of the new LDB (BRASIL, 1996), to operate in higher education, there were two ways to join him: the first was to be approved in a public contest and the second was to join the private school where the only legal requirement was to have the historical school discipline that would give.

LDB (BRAZIL, 1996) changed the situation both inflows and maintenance of teachers in IES. Articles 52 and 66, copied below, show the change, emphasizing the commitment of the university in knowledge production and, therefore, requires it to compose your picture with certificated teachers. Notes on Article 52:

Universities are institutions of multi-disciplinary training for professionals with higher education, research, extension and field and cultivation of human knowledge, which are characterized by:

I - intellectual production is institutionalized through the systematic study of themes and issues more relevant, both from a scientific and cultural, and regional and national.

II - one-third of the faculty, at least, with academic degrees of master and doctorate.

III - one-third of faculty in full time.

This characterization of the universities, defining their responsibilities in relation to intellectual production, indicates that the teaching staff should be composed of teachers who hold, with employment contracts for at least 1 / 3, scheme in full. The article also shows the need to hire more competent teachers, with greater dedication of time and that may thus be more committed to the institution and to education. This condition is regarded as a prerequisite for improving the quality of education.

In Article 66 of the LDB (BRAZIL, 1996) provides: "The preparation for the practice of teaching will be done in upper level graduate courses, primarily in masters and doctoral".

The MEC, through the National System of Higher Education Assessment (SINAES) evaluates teachers through the Evaluative Committees visiting the IES on scheduled dates, observing the profile of the faculty, the work regime and policy for training, career and remuneration.

Titration teaching is considered an important aspect in the evaluation of undergraduate courses. There is the appropriateness of teaching profile in relation to the proposed number of teachers (number and area) compared to the titration of the teacher, the area of knowledge / expertise in the area proposed in the course of action in relation to the relevance of experience in the area of teaching and other professional experience.

The requirements to work in the teaching profession have variances between the public and private institutions. Entrance to public universities is done exclusively by public procurement. At the federal universities access to the teaching profession, according to the titration, allows the option for one of the following classes: helper, assistant, assistant, associate and owner. Each one subdivided into four levels. Some differences, careers in state and local universities also maintain five classes: helper, assistant, associate and full owner.

The requirements for the positions are different, the performance is limited as an aid to complete graduation and in some cases, the title of specialist and assistant vacancies are targeted at professionals who have completed the Masters. Have access to the positions of assistant, associate and owner require at least a PhD.

In private education, generally, the training policy of the teaching staff is to fulfill the minimum quantity of teachers and doctors, showing little interest in research and extension in the training of students.

In this sense, interest in the research topic arose from the practical experience of the researcher's role as a teacher in different educational levels: kindergarten, elementary, secondary, higher and postgraduate.

Based on this context, the references presented and emphasized the motivation, the study object of our inquiry becomes: PROFESSIONAL PROFILE OF TEACHERS UNIVERSITY OF PALMS CITY, STATE TOCANTINS.

The research process unfolds in the following question: What is the profile of professional scholars from Palmas - TO? From this question we define the general objective of this research to identify, through the proposed variables, the professional profile of academics from institutions of higher education in the city of Palmas – Tocantins.

OBJECTIVES

Identifying, through the proposed variables, the professional profile of scholars from Palmas – Tocantins.

METHODOLOGY

To reach this goal we developed a research field that is characteristic of exploratory research associated with the descriptive method. Considering the problems of this study and especially the research universe, the route followed by quantitative research technique of investigation, using an instrument (questionnaire), to identify the profile of the university faculty, consisting of variables relating to gender, age, area of operation; schooling; total time of teaching, time for teaching in higher education, length of service at current institution, the weekly working hours; exercise another activity.

UNIVERSE AND SAMPLE

The northern region of Brazil, in its political-administrative organization, is divided into seven states, one being the state of Tocantins, the youngest of the federation, whose capital is Palmas, a city which belong to institutions of higher education in which teachers are participating in this study.

Considering the factors such as geographic distance and educational development, we chose to develop our study in the city of Palmas, Tocantins, which has the highest concentration of university in the state.

In light of the purposes of research and extension of the survey, we decided, for embracing the population of teachers from six institutions, who teach in higher education courses offered in public and private schools in the city of Palmas, that offer the mode of classroom teaching.

The universe equal to 740 teachers in total, obtained by calculating statistical one be investigated 194 teachers, a figure calculated in percentages proportionate to the total number of teachers per institution.

PROCEDURES

By means of the questionnaire used sought to identify the profile of university teachers in the city of Palmas – TO. With this intent collect data on: gender, age, nature of the administrative institution of higher education, areas of operation, the total time of teaching, the total time in higher education, length of service in this institution and hours daily work.

The questionnaire follows the structure:

The first issue is related to gender. The sample was distributed between men and women.

The second issue is related to age. The sample was distributed according to the following age groups: up to 30 years, 31-40 years, 41-50 years, 51-60 years and over 61 years.

The third issue concerns the administrative nature of the institutions where teachers develop their work, which can be generally classified as public or private.

The fourth question refers to the practice area: Exact, Biological and Human. These are the areas of careers presented at Higher Education Institutions where the study occurred. We identify in which area the teacher Minister disciplines. In the case where the teacher teaches in more than one he had the option to choose the area where it has the highest workload.

The fifth issue is related to educational level of teachers surveyed. The sample was distributed in doctors, teachers, specialists, graduates

The sixth issue is related to the total time of teaching. The arrangement of their service time slots is based on studies Huberman (cited NÓVOA, 1995 and STÜRMEER, 2004) ranking the models focused on the vital experience of teaching and then review a study that analyzed numerous works about the life cycle that resulted in a systematic sequence of "normative" life cycle of professional teachers, along with other authors (Huberman, THOMPSON and WEILAND, 2000 apud STÜRMEER, 2004), Huberman was called for as an ideal model for studies on the subject. Huberman (1989 apud NÓVOA, 1995; STÜRMEER, 2004) organized and characterized the phases and cycles of teaching career as follows:

The stage of early career - This phase goes from introduction to career until 3 years of teaching. It is a phase of "survival" and "discovery."

Survival - Involves the management of what has been called the "shock of reality", coming from the initial confrontation with the complexities of occupation. It is the stage of the grope of constant preoccupation (I handle that?), administration of the distance between the ideal and the real daily life of the classroom, the challenge of tackling both the pedagogical relationship and transmitting the contents of the doubt in the relationship between the oscillations (with students), difficulties with the students who create problems, difficulties with inadequate teaching materials, the methodology of insecurity, among others.

The discovery - translates the initial enthusiasm, the elation felt by a member of a professional body, to be finally in a position of responsibility by feel incorporated into the adult world and the satisfaction that represents the operation of a new social frame representing the school for the new teacher.

Often the empirical literature indicates that the two aspects, survival and discovery, are experienced simultaneously, and is the second aspect that supports the stand first. There is, however, the existence of profiles with only one of these components (survival or uncovered).

The stabilization phase - is the career cycle of between 4 and 6 years of teaching experience and is marked by the stabilization and consolidation of a pedagogical repertoire, in addition to constructing a professional identity which implies the assertion of himself as a teacher. It is a commitment made in an undertaking of responsibility. The teacher adopts the decision to devote themselves for a prolonged period of time to the teaching profession. Stabilize this perspective means more degrees of autonomy in professional practice and find their own style of functioning within the professional class. A significant number of teachers in this phase was referring to a sense of belonging, while they spoke of "liberation" or "emancipation" (autonomy).

This stabilization brings a growing sense of mastery teaching. The concern for survival of the previous phase shifts to a concern with learning outcomes. The teachers in this stage talk about "flexibility," "pleasure," "humor" and refers to feelings of

calm and relaxation in performing their teaching duties and also express authority having acquired a more natural.

The phase of experimentation and diversification - It's the cycle of career between 7 and 25 years of experience, which may be marked by a general attitude of diversification, change and activism, as well as a review of attitude, full of questions peculiar to the half of his career. It is not therefore a homogeneous cycle in which it appears easy to characterize the thinking and professional conduct of teachers.

With regard to the attitude of diversification, the teachers have launched a series of experiences, working with new methodologies, diversifying the teaching materials, experimenting with new ways of evaluating and modifying other aspects of their practice. It is an attitude of innovation and change in the pedagogical repertoire accumulated in the previous cycle.

This phase is also the stage of "putting into question", ie the professional stage of the review, the questions about the continuity or not the career for which some might come from the monotony of everyday life of the classroom to other subsequent disenchantment in the failure of structural reforms or experiments in which people participated decisively.

The phase of serenity / conservatism - is the fourth cycle, between 25 and 35 years of experience, which should reach a level of career development. "This is less of a distinct phase of career development rather than a state of 'soul' that is found in empirical studies conducted with teachers of 45-55 years (HUBERMAN, 1992 apud STÜRMER, 2004, p. 380). This state of mind can be characterized by an attitude of serenity and emotional distance or from conservatism and lamentations.

The serenity is expressed in decreasing vulnerability to the assessment of others, reconciliation between the "ideal self" and the "real me", ie, in accepting yourself and celebrating what it was able to do far and what more can be done. It's a feeling of confidence that a waiver of the teachers of this phase, in a way, to spend energy on activism and investments and enables them to "let it drive a little," which means being more tolerant and more spontaneous situations in the classroom. The emotional distance is a fact created by more students (HUBERMAN e SCHAPIRA, 1986 apud STÜRMER, 2004).

Conservatism and lamentations, in some studies appear as a sequence of phase Serenity. In other studies it is not confirmed (HUBERMAN, 1992 apud STÜRMER, 2004). The fact is that teachers conservatives get there by various routes (a question of time, the sequence of structural reform to fail or face a reform which oppose) when conservatives express this characteristic of rigidity and dogmatism, for a prudence marked by a strong resistance to innovations by a nostalgia for the past, among others.

The phase of disinvestment / preparation for retirement - the fifth and last cycle of the career that develops between 35 and 40 years of experience. This step is strongly marked by the preparation for retirement and the gradual abandonment of responsibilities. The withdrawal can be serene or bitter. In the first case we speak of a positive approach due to the serenity of the previous step. In the second case, the focus is negative, marked by disenchantment by past experiences or even the frustrations experienced in this step.

The seventh question is regarding the distribution of teachers for years of work in higher education.

The eighth issue is related to the distribution of sample by length of service at the institution where the questionnaire was completed.

The ninth question is regarding the sample distribution by hours worked in teaching and also outside of teaching.

RESULTS

The sample included 194 teachers who teach in higher education in Palmas - TO and integrate the staff of six higher education institutions (HEIs) different.

By analysis of collected data with regard to the variables that constitute the higher profile of teachers, we find that, with regard to gender, 50% of teachers are male and 50% female. We verified the presence of an equal number of men to women were teaching in higher education. These data are different from a study by Bitencourt (2005), the author found that 93.6% of respondents were female and 6.4% men which showed that, in basic education, basic education, the teaching activities are mostly women (BRAZIL, 2004).

Regarding the age group of teachers identified a higher concentration in age from 31 to 40 years (41.8%). Was (1999) argues that this is the age where most teachers move away from school activities on medical grounds coming from physical or psychological illnesses such as laryngitis and depression.

With regard to private or public institution they belong to the teachers participating in the research found that 78.5% of teachers working in higher education institutions is private and 21.5% higher education institutions of public character.

The distribution of teachers according to the performance area shows that 12.4% of teachers working in the field of Exact Sciences, 55.2% of teachers working in the area of Social Sciences, 32.5% of teachers working in the area of Biological Sciences. The highest concentration of teachers, therefore, is in the area of Humanities.

Based on the distribution of teachers by level of education found that 12.4% of professors are doctors, 42.3% of teachers are teachers, 43.3% were specialists and 2.1% are graduates. The two highest concentrations of teachers are in the master's and specialist titles. The small number of doctors in institutions, especially in private, has a direct contribution of the Ministry of Education (MEC), which requires only thirty percent between masters and doctors in the faculty of these institutions.

In the variable total time of service in teaching has been taken based on the distribution by age in years of teaching performance in accordance with the respective subjects second-stage studies Huberman (1989 apud NÓVOA, 1995; STÜRMER, 2004). It was found that 34% of the interviewed teachers are at the stage of experimentation and diversification (7-18 years), this track is where the greatest concentration of teachers, 29.4% are in the phase of stabilization (4 to 6 years), 25.8% are at the stage of early career (up to 3 years), 7.7%, are at the stage of serenity / conservatism (19 to 30 years) and 3.1% are in the process of disinvestment / preparation for retirement (31 years).

The distribution of teachers, according to the time of performance in university teaching shows that 35.1% work between 7 and 18 years, 32% work in a period of up to 03 years, 29.4% have between 4-6 years, 3.6% work more than 19 years. We found that in the time of service teaching in higher education, teachers are more concentrated in two periods: up to 03 years and 07 to 18 years

According to the service time at the institution where they have been interviewed, the teachers are distributed as follows: 43.3% in the institution operates in a period of up to 02 years, 29.9% works in a period of 2 to 4 years, 20.6% acts within 5 to 7 years and 6.2% have over 08 years.

In the variable we analyze the amount of hours worked in teaching is observed that 54.1% of teachers work between 5 and 8 (five-eight) hours in everyday teaching. And in relation to hours worked outside of teaching notes that 45.4% teachers work

between 3 and 5 (three-five) hours daily out of teaching and that 44.8% of teachers work two hours outside of teaching.

CONSIDERATIONS

After analyzing the data collected regarding the professional profile, we found that the university professor de Palmas - TO is a man or a woman who is aged between 31 and 40 years old, is professor of private institution of higher education, works in the area of Human Sciences, is an expert or master, has between 7 and 18 years of professional experience is in the process of experimentation and diversification in higher education serves for a period between seven and eighteen years, working between five and eight hours daily in teaching and two to five hours outside of teaching.

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PROFILE OF UNIVERSITY PROFESSORS: A STUDY IN THE STATE OF TOCANTINS

The study object of our research was to identify the professional profile of academic staff of the City of palms, state of Tocantins. From this question we define the general objective of this research to identify, through the proposed variables, the professional profile of academics from institutions of higher education in the city of Palmas - Tocantins. We develop a field research that showed characteristics associated with exploratory research descriptive method. We follow the route of quantitative survey research technique, using an instrument (questionnaire) to identify the profile of the university faculty, consisting of variables relating to gender, age, area of operation, degree of schooling, teaching full time; time teaching in higher education, length of service at current institution, the weekly working hours; exercise another activity. The sample included 194 teachers who teach in higher education in Palmas - TO and integrate the staff of six higher education institutions different. After analyzing the data, we found that the university professor de Palmas - TO is a man or a woman who is aged between 31 and 40 years old, is professor of private institution of higher education, works in the area of Human Sciences, is an expert or master, has between 7 and 18 years of professional experience is in the process of experimentation and diversification in higher education serves for a period between seven and eighteen years, working between five and eight hours daily in the teaching and the two five hours outside of teaching.

PROFIL DES PROFESSEURS D'UNIVERSITÉ: UNE ÉTUDE DE L'ÉTAT DE TOCANTINS

L'objet d'étude de notre recherche était d'identifier le profil professionnel du personnel enseignant de la ville des palmiers, l'état de Tocantins. De cette question, nous définissons l'objectif général de cette recherche afin d'identifier, à travers les variables proposées, le profil professionnel des universitaires des établissements d'enseignement supérieur dans la ville de Palmas - Tocantins. Nous développons une recherche sur le terrain ont montré que les caractéristiques associées à la méthode de recherche exploratoire descriptive. Nous suivons la voie de la technique de relevé de recherche quantitative, à l'aide d'un instrument (questionnaire) pour identifier le profil des professeurs d'université, composée de variables ayant trait au sexe, l'âge, la zone d'opération, le degré de scolarité, enseignement à temps plein; le temps d'enseignement dans l'enseignement supérieur, la durée du service à l'établissement actuel, la durée hebdomadaire de travail; exercer une autre activité. L'échantillon comprenait 194 enseignants qui enseignent dans l'enseignement supérieur dans Palmas - et intégrer le personnel de six établissements d'enseignement supérieur différents. Après avoir analysé les données, nous avons constaté que le professeur d'université de Palmas - A est un homme ou une femme qui est âgée entre 31 et 40 ans, est professeur de l'établissement d'enseignement supérieur privé, travaille dans le domaine des sciences humaines, est un expert ou le capitaine, a entre 7 et 18 ans d'expérience professionnelle est dans le processus d'expérimentation et de diversification dans l'enseignement supérieur sert pour une période de sept et dix-huit ans, travaillant entre cinq et huit heures par jour dans l'enseignement et les deux cinq heures en dehors de l'enseignement.

PERFIL DEL PROFESOR UNIVERSITARIO: UN ESTUDIO EN EL ESTADO DE TOCANTINS

El objeto de estudio de nuestra investigación fue identificar el perfil profesional del personal académico de la ciudad de las palmas, el estado de Tocantins. De esta cuestión se define el objetivo general de esta investigación para identificar, a través de las variables propuestas, el perfil profesional de los académicos de instituciones de educación superior en la ciudad de Las Palmas - Tocantins. Desarrollamos una investigación de campo mostró que las características asociadas con el método de investigación descriptiva exploratoria. Seguimos la ruta de la técnica de investigación cuantitativa para la investigación, utilizando un instrumento (cuestionario) para identificar el perfil de los profesores universitarios, que consiste en las variables relacionadas con el género, edad, área de experiencia, nivel de educación, tiempo de enseñanza total, el tiempo para la

enseñanza en la educación superior, la duración del servicio la institución actual, la carga de trabajo semanal, el ejercicio de otra actividad. La muestra incluyó a 194 maestros que enseñan en la educación superior en Palmas de Gran Canaria - A e integrar el personal de seis instituciones de educación superior (IES) diferentes. Después de analizar los datos, encontramos que el profesor de la universidad de Las Palmas - A es un hombre o una mujer que tiene entre 31 y 40 años de edad, es profesor de la institución privada de educación superior, trabaja en el área de Ciencias Humanas , es un experto o maestro, tiene entre 7 y 18 años de experiencia profesional en el proceso de experimentación y diversificación de la enseñanza superior sirve para un período de entre siete y dieciocho años, trabajando entre cinco y ocho horas diarias en la enseñanza y los dos cinco horas fuera de la enseñanza.

PERFIL DOS PROFESSORES UNIVERSITARIOS: UM ESTUDO NO ESTADO DO TOCANTINS.

O objeto de estudo da nossa investigação foi identificar o perfil profissional dos docentes universitários da cidade de Palmas, estado do Tocantins. A partir desta questão definimos como objetivo geral para a presente pesquisa: identificar, através das variáveis propostas, o perfil profissional dos docentes universitários das instituições de ensino superior da cidade de Palmas – Tocantins. Desenvolvemos uma pesquisa de campo que apresentou características de investigação exploratória associado ao método descritivo. Seguimos o percurso quantitativo da investigação pela técnica do inquérito, utilizando de um instrumento (questionário), para a identificação do perfil profissional do docente universitário, constituído de variáveis relativas a gênero; idade; área de atuação; grau de escolaridade; tempo total de docência; tempo de docência no ensino superior; tempo de serviço na instituição atual; carga horária semanal; exercício de outra atividade. Fizeram parte da amostra 194 professores que lecionam no ensino superior na cidade de Palmas – TO e integram o quadro funcional de seis instituições de ensino superior (IES) diferentes. Após a análise dos dados, identificamos que o docente universitário de Palmas – TO é um homem ou uma mulher que se encontra na faixa etária entre 31 a 40 anos de idade, é docente de instituição superior de ensino privado, atua na área das Ciências Humanas, é especialista ou mestre, possui entre 7 e 18 anos de experiência profissional, está na fase de experimentação e diversificação, atua no ensino superior por um período entre sete e dezoito anos, trabalha entre cinco e oito horas diariamente na docência e de duas a cinco horas fora da docência.