

MORAL HARASSMENT AND GENDER IN THE UNIVERSITY: RESONANCES OF PRODUCTIVISM IN TEACHING WORK

ASSÉDIO MORAL E GÊNERO NA UNIVERSIDADE PÚBLICA: RESSONÂNCIAS DO PRODUTIVISMO NO TRABALHO DOCENTE

ACOSO MORAL Y GÉNERO: RESONANCIAS DEL PRODUCTIVISMO ACADÉMICO EM EL TRABAJO DOCENTE

Vanessa Catherina Neumann FIGUEIREDO¹

Quezia Eloise França da SILVA²

Franciele Ariene Lopes SANTANA³

ABSTRACT: This study tracked signs of moral harassment at a Brazilian federal university, seeking to identify offensive situations suffered by men and women. The Revised Negative Acts Questionnaire and a sociodemographic and occupational form were applied to 35 female teachers and 41 male teachers. The analysis of the events and frequency indicated that among the 76 participants 38.2% suffered moral harassment (15.7% women and 22.5% men) and 15.8% were the target of specific aggressions/psychological violence (11.9% women and 3.9% men). There was no gender preponderance among the aggressors, indicating an organizational culture marked by the ideology of virility. Colleagues in the same hierarchical condition were the main perpetrators. The discrepancy between the subjective perception of having been subject to harassment (60% women and 47.8% men) and the analysis of negative acts demonstrates the need for welcoming and organizational policies to face violence at work.

KEYWORDS: Moral harassment. Genre. Teaching. Public university.

RESUMO: Este estudo rastreou indícios de assédio moral em uma universidade federal brasileira, buscando identificar situações ofensivas sofridas por homens e mulheres. Foi aplicado o *Questionário de Atos Negativos-Revisado* e um formulário sociodemográfico e ocupacional em 35 professoras e 41 professores. A análise dos eventos e frequências assinaladas permitiu verificar que entre os 76 participantes 38,2% sofreram assédio moral (15,7% mulheres e 22,5% homens) e 15,8% foram alvo de agressões pontuais/violência psicológica (11,9% mulheres e 3,9% homens). Não foi encontrada preponderância de gênero entre os agressores, indicando uma cultura organizacional marcada pela ideologia da virilidade. Colegas na mesma condição hierárquica foram os principais perpetradores. A discrepância entre a percepção subjetiva de ter sido alvo de assédio (60% mulheres e 47,8%

¹ Federal University of Mato Grosso do Sul (UFMS), Corumbá – MS – Brazil. Associate Professor in the Postgraduate Programs in Education, and in Border Studies and in the Psychology course. PhD in Public Health (UNICAMP). ORCID: <http://orcid.org/0000-0002-0062-9234>. E-mail: vanessa.figueiredo@ufms.br

² Federal University of Mato Grosso do Sul (UFMS), Corumbá – MS – Brazil. Academic in Psychology Course. ORCID: <http://orcid.org/0000-0001-5257-1612>. Email: qeloise@gmail.com

³ Federal University of Mato Grosso do Sul (UFMS), Corumbá – MS – Brazil. Psychologist at the Psychology and Pedagogical Accessibility Service - SEPAP/CPAN. Master's in Education (UFMS). ORCID: <http://orcid.org/0000-0002-3931-1493>. E-mail: franciele.santana@ufms.br

homens) e a análise dos atos negativos demonstra a necessidade de acolhimento e de políticas organizacionais de enfrentamento da violência no trabalho.

PALAVRAS-CHAVE: Assédio moral. Género. Universidade pública.

RESUMEN: Este trabajo rastreó señales de acoso moral en una universidad federal brasileña, identificando situaciones ofensivas sufridas por hombres y mujeres. Se aplicó el Cuestionario Revisado de Actos Negativos y un formulario sociodemográfico y ocupacional a 35 profesoras y 41 profesores. El análisis de las situaciones y frecuencia indicados permitió constatar que de los 76 participantes el 38,2% sufrió acoso moral (15,7% mujeres y 22,5% hombres); 15,8% fueron objeto de agresiones específicas/violencia psicológica (11,9% mujeres y 3,9% hombres). No hubo preponderancia de género entre los agresores, lo que indica una cultura organizacional marcada por la ideología de la virilidad. Los compañeros en la misma condición jerárquica fueron los principales agresores. La discrepancia entre la percepción subjetiva de haber sido objeto de acoso (60% mujeres y 47,8% hombres) y el análisis de actos negativos demuestra la necesidad de políticas de acogida y organizativas para enfrentar la violencia en el trabajo.

PALABRAS CLAVE: Acoso moral. Género. Docencia. Universidad pública.

Notes on the management of public universities

Based on the neoliberal ideology, meritocratic values linked to productivism have gained breadth in public educational institutions, tampering with the university's social function and the sense of doing. With the spread of managerialism and the minimum state, projects and objectives are forged to be achieved by teachers, which are more suitable for the successful evaluation of the course and the institution itself.

It is through the hijacking of subjectivity that desire is submitted to the institution's ideals. Even with the growing withdrawal of funds for public education, scarce materials, insufficient staff and wages inconsistent with the functions, there is the adherence of teachers to the discourse of excellence and the competence to achieve the metric applied institutionally. Thus, to comply with the publication requirements, participation in meetings, examining boards, commissions, classes, extension courses, they resort to an increase in working hours, with the invasion of the service at home and during leisure hours (GRAETZ, 2013; MOREIRA, 2009).

The measures of regulation of creative work based on instrumental rationality, whose performance evaluation compares and defines the quality of workers and educational institutions, has caused work overload and intensification, rivalry and alienation (SILVA; RUZA, 2018). The competitive organizational culture, invaded by the precepts of total quality,

intensifies individualism, degrades cooperation, compromises ethical ties, allowing the dismantling of the collective and the formation of a pathogenic and sickening university space.

In order to be able to work in misfortune, the collective creates and shares strategies that protect mental health by mitigating or refuting suffering, without the power to reframe work. However, what is at stake is how the aggressive organizational system induces the construction of strategies, in order to forge subjection to violence (DEJOURS, 2006; MENDES, 2007).

The exploration of individualism (isolation behavior that favors silence and the feeling of powerlessness in the adversities of work, in conflicts between peers and dismantles the team spirit), of manly cynicism (when the evils against others are justified by the need to demonstrate courage and strength), denial (when the individual does not recognize the existence of unpleasant situations in their experiences, avoiding perceiving reality as it is) and voluntary servitude (attitude arising from the understanding that the workspace is unalterable, culminating, in a passive attitude towards impositions and the possibilities of transformation) the capacity to think, reflect and change the factors that generate anxiety, affliction and loneliness decreases, degrades solidarity bonds, trivializes injustices, inequalities, unethical practices and behaviors aggressive, forming a context favorable to violence (DEJOURS, 2007; MEDEIROS; MARTINS; MENDES, 2017; MOREIRA *et al.*, 2018)

Composed of hostile, outrageous and disrespectful acts, the social pathology of violence can manifest itself physically, sexually and/or psychologically, in aggressive verbalizations, ethnic-racial discrimination, sexual harassment and moral harassment. Unlike the punctual aggression devoid of the desire to annihilate and organizational moral harassment, a perverse resource of authority, through exposure, shame, threat, to increase productivity and obedience, in interpersonal moral harassment, the violation of human rights by abusive and vexatious acts, negligence and humiliation, corrupts relationships, is constant and lasting. It aims to harm, remove or invalidate people already foreseen, resulting in the abandonment of the profession, dismissal, transfer from the workplace or submission to power (BARRETO; HELOANI, 2014; SOBOLL, 2008).

Indicator of the extreme malaise that affects the world of work, moral harassment is a subtly violent organizational pathology with great potential for degradation of working conditions, consequently affecting physical and mental health, resulting in psychopathological conditions of post-traumatic stress, anxiety, depression (POOLI; MONTEIRO, 2018), feeling of helplessness, desolation, alcohol and drug abuse, suicidal intention, attempts to take one's own life (HELOANI; BARRETO, 2010; MONTEIRO *et al.*, 2019).

According to Hirigoyen (2017), even when it happens in an ascending manner or among colleagues, bullying involves an asymmetrical relationship of domination and forced subservience, whose person targeted by the abuses is disqualified and bullied because of his / her position in the hierarchical structure, disabilities or gender identity. Taking into account the historical patriarchal culture that underlies power relations, understanding the structuring of the labor market according to social gender relations is relevant to analyze the dynamics of violence and the different situations of gender inequality materialized in different appreciation and reach of occupational spaces and prestige by men and women (KERGOAT, 2009).

In this light, with the aim of mitigating bullying, the International Labor Organization (ILO, 2019) recommends the adoption of Convention 190 by member countries to affirm intolerance of abusive practices especially against women, demanding from institutions condemned to elaboration of preventive measures, with clear indications of the rights and obligations of the attacked and employers, protection of those who make denounces and assessment of psychosocial risks in the workplace involving exposure to psychological violence. Considering the relevance of the phenomenon and its consequences for teacher health and education, this study aims to track the indications of situations of psychological violence and moral harassment experienced by university professors, according to the gender and power relations existing in the institution.

Methodological framework

A quantitative, cross-sectional, descriptive and exploratory study was carried out with professors from a Federal University located in the Brazilian Midwest. The data survey took place in 2018 and 2019, and all teachers in the statutory regime of the same campus of the higher education institution were invited to participate in the research.

At the time of application of the instruments, the campus had 13 undergraduate courses and 2 *stricto sensu* postgraduate courses. Of a total of 105 professors based in the unit, 72.4% (n = 76) participated, excluding those who were on leave for training or health treatment, as well as those who did not attend the day previously scheduled. Upon prior signing of the Free and Informed Consent Form, the participants received guidance on the study and on how to complete the applied instruments. The research project was approved by the Human Research Ethics Committee of the Federal University of Mato Grosso do Sul under opinion No. 2,519,776 (CAAE n. 82923818.3.0000.0021).

Participants

The study included 41 men and 35 women, with an average age of 42 years for women (standard deviation - SD 9.8) and 42.2 years for men (SD 11.3), with marital status and training according to in Figure 1:

Figure 1 – Table of research participants according to gender

Data	Feminine	%	Masculine	%	Total	%
Sex	35	46%	41	54%	76	100%
Marital Status						
Single	18	24%	9	12%	27	36%
Married	16	20%	31	41%	43	62%
Divorced	1	1%	1	1%	2	2%
Education						
Postdoc	4	5%	2	3%	6	8%
Doctorate	19	25%	24	32%	43	57%
Master's	5	7%	4	5%	9	12%
Specialization	4	5%	5	7%	4	5%
Graduate	2	%	4	5%	6	8%
Did not answer	1	1%	2	3%	3	4%

Source: Devised by the authors

Instruments

Two self-applicable instruments were used:

Sociodemographic and occupational questionnaire containing questions about education, marital status, exercise in the position of coordinating the course, workload dedicated to undergraduate and postgraduate courses, research, teaching, extension, supervision of internships and students in various projects, advisor work.

Negative Acts Questionnaire Revised (NAQ-R), instrument created in 1994 by the Norwegians Einarsen and Raknes. Adapted and validated for Brazil by Christ (2012), in Portuguese, the *Questionário de Atos Negativos Revisados (QAN-R)* is currently composed of 34 items, measuring how many times the respondent has been subjected to different negative acts and potentially offensive behavior during the last six months as direct behaviors (intimidation and verbal aggression) and indirect behaviors (defamation, social isolation). In addition to containing open-ended questions, the *likert* scale response options assess the frequency of exposure to harassment situations, ranging from 1 to 5 (never, occasionally, monthly, weekly and daily) and allow tracking the possibility of harassment moral.

Data analysis procedures

The information provided in the questionnaire and the answers indicated in the NAQ-R were recorded in the database and tabulated in an excel spreadsheet. The frequencies of the sociodemographic and occupational variables of the participants were calculated, as well as the general calculation for the classification of teachers according to the experiences of moral harassment or specific aggression/psychological violence.

Thus, for the analysis of the occurrence of violent situations, the frequency of each item of the NAQ-R was calculated, according to the grouping of responses suggested by Pooli and Monteiro (2018): “Never (1)” was considered indicative of no violence. For “From time to time (2)” the meaning of specific experiences of psychological violence/aggressions at work was attributed to the response. The occurrence of situations of bullying at work was mapped by the aggregate of “Monthly (3), Weekly (4) and Daily (5)”, for men and women.

The frequency of “monthly” was computed as an indicator of harassment in order not to exclude possible situations that, although not intensely repetitive, have the potential to generate negative consequences, especially when considering groups of workers from whom productivity is required in longer cycles than daily and weekly, as occurs with professors who execute disciplines and projects (SOARES; OLIVEIRA, 2012; POOLI; MONTEIRO, 2018). The items of the NAQ-R were classified according to the four categories proposed by Hirigoyen (2017): intentional deterioration of working conditions, isolation and refusal to communicate, attempt against dignity, verbal, physical or sexual violence.

Findings and reflections about violence in the investigated workplace

Considering the criteria of having suffered repeated and prolonged offensive, hostile or aggressive behaviors and acts, imposed in a premeditated manner with the objective of damaging dignity and destabilizing mental health, 38.2% (n = 29, 15.7% women and 22.5% men) reported having experienced situations of bullying and 15.8% (n = 12, 11.9% women and 3.9% men) psychological violence/occasional attacks in the last six months.

Figure 2 – Table of experiences identified in the NAQ-R according to gender

Situations identified in the instrument	Feminino	%	Masculino	%	Total	%
Moral Harassment	12	34%	17	41,5%	29	38,2%
Punctual aggression/psychological violence	9	26%	3	7,3%	12	15,8%
Non-Violence	14	40%	21	51,2%	35	46,1%
Total	35	100%	41	100,0%	76	100,0%

Source: Devised by the authors

Although the group of male professors is the one that most reported situations of bullying within the institution (n=17/41.5%), it is worth highlighting the highest proportion of the group of female professors (n=9 - 26% women versus n=3 - 7.3% of men) who reported psychological violence due to offenses, abuses and negligence that were inconsistent and restricted to specific moments.

As assessed by the NAQ-R, among the 12 (34%) harassed female professors, 2 were targeted by other women, 2 were targeted by men and 7 suffered from negative acts perpetrated by men and women, and one did not identify her aggressor. Among the 17 (41.5%) harassed male professors, only 9 described the sex of the people who harassed them, 2 of whom were targets of women, 3 of other men and 4 suffered from negative acts perpetrated by men and women.

The fact that the university campus investigated is composed of an equal number of men and women, whose exercise is similar in developed activities, workload and chances of occupying administrative positions, also reveals that women have reached leadership positions in public administration. It is possible to observe the balance of activities developed by teachers in higher education (Figure 3)⁴.

Although women are occupying different spaces historically reserved for men, such as senior management positions and the prestigious world of research, in a clear tendency to overcome the split between male and female labor, this condition does not indicate the elimination of the sexual division of labor, but that the analysis of division of people and tasks should be reflected in a specific way for each professional group, depending on race / ethnicity and social class.

⁴ The percentage frequency (%) in this table was calculated considering each gender (Feminine/F=35 and Masculine/M = 41) and not the whole (n=76).

Figure 3 – Table of activities developed by professors participating in the research according to gender

	Feminino	%	Masculino	%
Undergraduate course coordination	6	17,1%	8	19,5%
Teach in postgraduate classes	11	31,4%	12	29,3%
Advise postgraduate students	11	31,4%	13	31,7%
Research coordination	20	57,1%	25	61,0%
Extension coordination	14	40,0%	14	34,1%
Work profile				
	Feminino	DP	Masculino	DP
Average subjects in undergraduate level/semester	3,6	1,7	3,5	1,9
Average classes in undergraduate level/semester	4,2	2,6	3,5	1,6
Average advised postgraduate students/semester	3	1,2	3	3
Average workload in administrative tasks/semester	4,6	8,3	2,3	2,9

Source: Devised by the authors

The university environment, marked by an alleged rational scientific neutrality adapted to the meritocratic logic, ends up shaping and valuing the emotional distance and combativeness, behaviors that are more appropriate and desired for those who exercise leadership positions there for women. Based on sexist defensive strategies, the spread of virility as a rule of conduct allows anesthetizing one's own fear and imputing suffering to the other.

For Grenier-Pezé (2004), the exploration of the defense of virile cynicism by the organization of work enables the imputation of violence, a strategy marked by the social construction of the masculine. This can be seen in the results referring to the aggressors, in which there was no preponderance of hostile acts practiced by men.

Nunes and Tolfo (2015) point out that it is not organizations that are neurotic, paranoid or perverse, but that their mode of operation and management format encourage such behaviors in work relationships. Thus, too much bureaucratic requirements, having to meet goals regardless of real work situations, dealing with failures in standards, are some of the factors that aggravate conflicts and animosities between teachers and management, or even between co-workers, expressing themselves in situations violent vertical or horizontal.

The perverse organizational aggression perpetrated by hierarchical superiors, maintains a direct connection with the way the work organization works and, especially, with the neoliberal system. A possible explanation for this is the fact that the exploitation of the defense of serfdom leads to the assimilation of the frantic productivity that corrupts the university ideal, making people increasingly lonely to accelerate and beat their goals and demands, which creates a favorable climate for the occurrence of harassment (MONTEIRO *et al.*, 2019).

In the study, as to the type of relationship with the person who committed the harassment situation, the heads/coordination/direction attacked the dignity of women in eight situations and men in five situations.

Regarding the ascending type, a situation of harassment was reported by a subordinate against a teacher and three students against teachers. However, in the educational institution studied, the most common form of moral harassment was horizontal, with 10 situations of abuse and offenses against women and 8 against men, as noted by the teachers studied (Figure 4)⁵.

Figure 4 – Table of items most marked by participants in the experience of harassment according to gender

Frequent actions	Total					
	F	%	M	%	Total	%
Factor1 - Intentional deterioration of work conditions						
Exposed to an excessive workload	8	11%	6	8%	14	19%
Forced to do work below his/her level of competence	4	5%	6	8%	10	13%
Asked to perform unreasonable tasks or with deadlines impossible to be met	7	9%	2	3%	9	12%
Someone has withheld information that may affect your job performance	4	5%	4	5%	8	11%
Factor 2 – Isolation and refusal of communication						
Their views and views were ignored	8	11%	6	8%	14	19%
Ignored, deleted, or "put on hold"	7	9%	5	7%	12	16%
Was ignored or was met with hostile reaction when attempting an approach	6	8%	2	3%	8	11%
Factor3 - Attack on dignity						
Offensive comments have been made about your person (i.e. habits or origins), your attitudes or your private life	6	8%	5	7%	11	15%
Rumors or gossip spread about you	4	5%	7	9%	11	15%
Attempts were made to find errors in your tasks	6	8%	3	4%	9	12%
Factor 4 – Verbal, physical or sexual violence						
You were shouted at or you were the target of gratuitous aggression (or showed anger at you)	5	7%	4	5%	9	12%

Source: Devised by the authors

The classification of the most frequent negative acts committed against teachers allowed the analysis of the NAQ-R by different aspects that make up the negative acts, as proposed by Hirigoyen (2017).

The factor “intentional deterioration of working conditions”, which includes actions that make the other feel incompetent and occurs mainly in a vertical way, by the hierarchical superior, evidenced the imposition of work overload (19%), with a greater proportion of the group female to carry out a greater load of tasks (11%) compared to men (8%), suggesting the struggle still undertaken by women to show themselves capable and valued, according to the productivist logic.

⁵ It was decided to include only items with a frequency higher than 10%. The percentage was calculated considering all participants (n=76).

The quantitative assessment as a norm to be recognized is naturalized and propagated in the university context, it is related to the privatist ideal of production, regardless of the precarious working conditions for carrying out tasks, and it is common for women to take work home, since they accumulate more classes and spend more time in administrative activities than men (Figure 3).

The supposed acceptance of carrying out multiple activities in a short period of time, out of alignment with their function and without the necessary information/resources, does not go unpunished by the subjectivity that is under moral pressure (BARRETO; HELOANI, 2014). Adherence to the ideology of excellence encourages the use of individualism, acceleration and servitude strategies, which can make the violence sick and normalize (SILVA; RUZA, 2018). In this sense, moral harassment cannot be analyzed in disagreement with the organizational culture that is tolerant of aggressive and hostile conduct.

The "isolation and refusal to communicate" factor, usually practiced by the boss or colleagues, is composed of actions or behaviors that exclude and boycott peers, such as avoiding personal contact and constantly interrupting the other's speech. Among the teachers surveyed, 19% said they were ignored in their opinions, a situation that contributes to isolation, forming a space of solitude conducive to silence.

According to Ferreira (2016), in many cases, colleagues omit and remain silent for fear of being the next victims, they see hostility as something typical of the work environment, disdaining others' suffering. In turn, not finding support from co-workers worsens the suffering and the chance that harassment will continue to happen. The lack of solidary and cooperative relationships deprives the individual of making use of collective defensive strategies capable of minimizing suffering, the use of repression being common, in an ego effort to adapt and repress suffering, becoming even more subservient and subject to aggression.

Generally uttered by colleagues, horizontally, the "attack on dignity" is made by insults, contempt and disqualification of personal life, mockery of the person's nationality and origin. In the survey, there was a predominance of offensive comments (15%) and rumors about private life (15%), indicating the intrusion and excessive attempt to control and regulate life, even outside of work.

When harassment is already typified, verbal, physical and sexual violence takes place, seen in persecutions, threats or physical or verbal aggressions, sexual suggestions, cursing, shouting, whether through phone calls, messages, or e-mails, inside and outside the workplace. Among the teachers, the most signed item of expressed violence was having been the target of screams and anger (12%, 7% women and 5% men).

In the assessment of the occurrence of psychological violence, tracked by negative acts suffered without the necessary constancy and repetition for the categorization of moral harassment, the presence of situations that contribute to the intentional deterioration of working conditions was reported by a greater contingent of workers, with deliberate behaviors of isolation and refusal to communicate, affecting dignity and even verbal and physical violence (Figure 5)⁶.

Figure 5 – Table of items most reported by teachers in the experience not characterized as harassment according to gender

Experienced acts	Total					
	F	%	M	%	Total	%
Factor 1 - Purposeful deterioration of working conditions						
Someone has withheld information that may affect your job performance	17	22%	13	17%	30	39%
Was asked to perform unreasonable tasks or deadlines impossible to be met	10	13%	9	12%	19	25%
You have been exposed to an excessive workload	9	12%	8	11%	17	23%
Factor 2 - Isolation and refusal of communication						
Their views and views were ignored	14	18%	9	12%	23	31%
Ignored, deleted, or "put on hold"	5	7%	9	12%	14	19%
Was ignored or was met with hostile reaction when attempting an approach	6	8%	3	4%	9	12%
Factor 3 - Attack on dignity						
Attempts were made to find errors in their tasks	7	9%	12	16%	19	25%
Offensive comments were made about your person (that is, about habits or origins), attitudes or private life	9	12%	9	12%	18	24%
Claims have been made against you	10	13%	8	11%	18	24%
Factor 4 - Verbal, physical or sexual violence						
You were shouted at or were the target of gratuitous aggression (or they showed anger at you)	9	12%	4	5%	13	17%
Received messages, phone calls or emails containing insults	6	8%	7	9%	13	17%
Was the target of intimidating behaviors such as "pointing the finger", invasion of personal space, pushing, blocking your path or passage	3	4%	5	7%	8	11%

Source: Devised by the authors

It is important to point out that 60% (n=21) of the female professors had a score compatible with the experience of harassment/violence in the institution in their last six months of work (n=12, 34% bullying and n=9, 26% violence/specific attacks). Among male professors, 48.7% (n=20) were the target of harassment/violence (n=3, 3% for harassment and n=17, 41.4% for specific violence/assaults).

Despite the large number of women and men who reported abuse at work, only 35 female teachers and 9 male said they perceived the negative acts suffered as bullying, with a discrepancy between the subjective perception and the responses indicated.

⁶ For the purposes of analysis in this article, it was decided to include only the three items in each category of the instrument that presented the highest reporting frequency. The percentage was calculated considering all participants (n = 76). All acts marked as "From time to time" (2) were counted, even those answered by participants who could be under harassment due to high frequency in other items.

Taking into account the silencing due to the fear of punishment or reprisals, or even to stimulate with the denunciation the intensification of the harassment and aggressions, it is necessary to alert to the trivial submission of the manly negative acts in the institution, assumed and perpetrated by men and women, especially when voluntary servitude is established as a consensual rule in the face of impediments to transforming work and suffering.

Final considerations

Quite evident in the private sector, bullying in the public service can endure and become devastating to mental health. In times of scrapping at the public university, it is of utmost importance to understand the relationship between the minimal state and the advancement of the naturalization of violent, insidious practices, based on managerial management to increase production. As Glina and Soboll (2012, p. 279, our translation) warn, “we cannot forget yet, that moral harassment at work is the result of a historical moment and a social and economic context, defining the way of organizing work and design human relations in this context”.

Although it should not be confused with organizational harassment, characterized by the intrusion of violence in management policies that tolerate aggression and encourage competition (SOBOLL, 2008), the data warns of the risk of management using threats and fear to succeed, with the implicit consensual conduct of validating the virile ideology. Since, in voluntary servitude, the servant alienates his will and desire to organizational projects and values, normotic adaptation to violent and perverse practices contributes to the occurrence of moral harassment.

Therefore, to break with the situation of moral harassment, it is necessary to consider how social, symbolic and gender relations occur that favor the experience of fear and, consequently, the maintenance of the situation of violence through silencing. Thus, the creation of a space for listening and welcoming can help in the elaboration of the acts suffered, as well as in the resumption of the sense of their doing and in the resumption of their own desire. As Monteiro et al. (2019) point out, suffering works as an alert that mobilizes the subject, whether it can culminate in pathology, determining how it will be conducted. For this reason, institutional policies need careful observation in order not to base a violent system as a work logic.

Although this study has as a limitation its performance in a small group of teachers, the results allow to point to the need for educational policies that guarantee the establishment of bonds of cooperation, trust and respect between colleagues, leaders and genders, in accordance

with Convention 190 of the International Labor Organization (2019). For that, it is necessary that the university space recognizes, promotes and protects democratic ties, in order to deconstruct the logic of productive control devoid of ethics and life with creative work.

ACKNOWLEDGMENTS: This work was carried out with the support of the Coordination for the Improvement of Higher Education Personnel - Brazil (CAPES) - Financing Code 001. It received financial support from the Federal University of Mato Grosso do Sul Foundation - UFMS, Brazil and from the National Council for Scientific and Technological Development (CNPq), in PIBIC and PIBIC-AF scholarships.

REFERENCES

BARRETO, M.; HELOANI, R. O assédio moral como instrumento de gerenciamento. *In:* MERLO A. R. C.; BOTTEGA, C. G.; PEREZ, K. V. (Org.). **Atenção à saúde mental do trabalhador: sofrimento e transtornos psíquicos relacionados ao trabalho**. Porto Alegre: Evangraf, 2014. p. 52-74.

CHRIST, H. D. **Estudo de adaptação e fidedignidade do Questionário de Atos Negativos Revisado (QAN-R) para o português do Brasil**. Orientador: Gabriel José Chittó Gauer. 2012. 71 f. Dissertação (Mestrado em Psicologia Clínica) – Pontifícia Universidade Católica do Rio Grande do Sul, Porto Alegre, 2012. Available: <http://repositorio.pucrs.br/dspace/bitstream/10923/4932/1/00022436210-Texto%2bCompleto-0.pdf>. Access: 5 June 2020.

DEJOURS, C. **A banalização da injustiça social**. Trad. Luiz Alberto Monjardim. Rio de Janeiro: Fundação Getúlio Vargas, 2006.

DEJOURS, C. Psicodinâmica do trabalho na pós-modernidade. *In:* MENDES, A. M; LIMA, S. C. C; FACAS, E. P. (Org.). **Diálogos em psicodinâmica do trabalho**. Brasília: Paralelo 15, 2007. p. 13-26.

FERREIRA, J. B. Quantos anos de solidão? Violência, assédio moral e paralisia das formas de vida no trabalho. *In:* FARAHA, B. L. (Org.). **Assédio moral organizacional: novas modalidades do sofrimento psíquico nas empresas contemporâneas**. São Paulo: LTr, 2016. p. 111-119.

GLINA, D. M. R.; SOBOLL, L. A. Intervenções em assédio moral no trabalho: uma revisão da literatura. **Rev. bras. saúde ocup.**, São Paulo, v. 37, n. 126, p. 269-283, dez. 2012. Available: <https://www.scielo.br/pdf/rbso/v37n126/a08v37n126.pdf>. Access: 29 Sep. 2020.

GRAETZ, C. F. **O campo científico, os conflitos e relações de poder no trabalho de professores de uma universidade pública**. Orientador: Eduardo Pinto e Silva. 2013. 120 f. Dissertação (Mestrado em Educação) – Universidade Federal de São Carlos, São Carlos,

2013. Available: <https://repositorio.ufscar.br/handle/ufscar/2647?show=full>. Access: 27 Aug. 2020.

GRENIER-PEZE, M. Forclusão do feminino na organização do trabalho: um assédio de gênero. **Rev. Prod.**, São Paulo, v. 14, n. 3, p. 6-13, dez. 2004. Available: <https://www.scielo.br/pdf/prod/v14n3/v14n3a01.pdf>. Access: 5 Oct. 2020.

HELOANI, R; BARRETO, M. Aspectos do trabalho relacionados à saúde mental: assédio moral e violência psicológica. In: GLINA, D. B. R.; ROCHA, L. E. (Org.). **Saúde mental no trabalho**: da teoria à prática. São Paulo: Roca, 2010. p. 31-48.

HIRIGOYEN, M. **Mal-estar no trabalho**: redefinindo o assédio moral. 4. ed. Trad. R. Janowitz. Rio de Janeiro: Bertrand Brasil, 2017.

KERGOAT, D. Divisão sexual do trabalho e relações sociais de sexo. In: HIRATA, H. *et al.* (Org.). **Dicionário crítico do feminismo**. São Paulo: Editora UNESP, 2009. p. 67-75.

MEDEIROS, S. N.; MARTINS, S. R.; MENDES, A. M. Sofrimento e defesa: análise psicodinâmica do trabalho de monitoramento aéreo de trânsito. **Trivium**, Rio de Janeiro, v. 9, n. 1, p. 74-90, jun. 2017. Available: <http://pepsic.bvsalud.org/pdf/trivium/v9n1/v9n1a08.pdf>. Access: 22 Jan. 2018.

MENDES, A. M. Novas formas de organização do trabalho, ação dos trabalhadores e patologias sociais. In: MENDES, A. M. (Org.). **Psicodinâmica do trabalho**: teoria, método e pesquisas. São Paulo: Casa do Psicólogo, 2007. p. 49-61.

MONTEIRO, J. K. *et al.* Contribuições da psicodinâmica e clínica do trabalho ao enfrentamento do assédio moral no trabalho. In: MONTEIRO *et al.* (Org.). **Trabalho que adoece**: resistências teóricas e práticas. Porto Alegre: Editora Fi, 2019. p. 79-116.

MOREIRA, A. F. A cultura da performatividade e a avaliação da pós-graduação em educação no Brasil. **Educ. Rev.**, Belo Horizonte, v. 25, n. 3, p. 23-42, dez. 2009. Available: <https://www.scielo.br/pdf/edur/v25n3/03.pdf>. Access: 27 Aug. 2020.

NUNES, T. S.; TOLFO, S. R. O assédio moral no contexto universitário: uma discussão necessária. **Rev. de ciênc. da adm.**, Florianópolis, v. 17, n. 41, p. 21-36, 2015. Available: <https://www.redalyc.org/articulo.oa?id=2735/273537756003>. Access: 27 Feb. 2020.

ORGANIZAÇÃO INTERNACIONAL DO TRABALHO. **C190**: violence and harassment convention. 2019 (no. 190). Available: https://www.ilo.org/dyn/normlex/en/f?p=1000:12100:0::NO::P12100_INSTRUMENT_ID,P12100_LANG_CODE:3999810,en:NO Access: 2 May 2020.

POOLI, A. M; MONTEIRO, J. K. Assédio moral no judiciário: prevalência e repercussões na saúde dos trabalhadores. **Revista psic.: org. e trab.**, Florianópolis, v. 18, n. 2, p. 346-353, abr./jun. 2018. Available: <http://pepsic.bvsalud.org/pdf/rpot/v18n2/v18n2a02.pdf>. Access: 19 Sep. 2020.

SILVA, E. P; RUZA, F. M. A malversação do reconhecimento no trabalho docente precarizado e intensificado. **Trabalho (En)Cena**, Palmas, v. 3, n. 2, p. 3-16, 2018. Available:

<https://sistemas.uft.edu.br/periodicos/index.php/encena/article/view/4981/13230>. Access 27 Aug. 2020.

SOARES, A.; OLIVEIRA, J. A. Assédio moral no trabalho. **Rev. bras. saúde ocup.**, São Paulo, v. 37, n. 126, p. 195-202, dez. 2012. Available:
<https://www.scielo.br/pdf/rbso/v37n126/a02v37n126.pdf>. Access: 30 Sep. 2020.

SOBOLL, L. A. P. **Assédio moral/organizacional**: uma análise da organização do trabalho. São Paulo: Casa do Psicólogo, 2008.

How to reference this article

FIGUEIREDO, V. C. N.; SILVA, Q. E. F.; SANTANA, F. A. L. Moral harassment and gender in the university: resonances of productivism in teaching work. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 24, n. esp. 3, p. 1841-1855, Dec. 2020. e-ISSN:1519-9029. DOI: <https://doi.org/10.22633/rpge.v24iesp3.14291>

Submitted: 10/08/2020

Required revisions: 20/10/2020

Approved: 05/11/2020

Published: 30/11/2020