

**RESOURCES FOR DEALING WITH CAREER TRANSITIONS CAUSED BY
TECHNOLOGICAL ADVANCEMENTS: A MULTIVARIATE ANALYSIS OF
HIGHER EDUCATION FACULTY**

ELZA FÁTIMA ROSA VELOSO

FACULDADE FIA DE ADMINISTRAÇÃO E NEGÓCIOS (FFIA)

LEONARDO NELMI TREVISAN

PONTIFÍCIA UNIVERSIDADE CATÓLICA DE SÃO PAULO (PUCSP)

JOEL SOUZA DUTRA

FACULDADE DE ECONOMIA, ADMINISTRAÇÃO E CONTABILIDADE DA UNIVERSIDADE DE SÃO PAULO - FEA

MARCOS FILHO LIMA BASTOS

UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL (UFRGS)

Introdução

Technologies have increasingly gained ground in teaching careers. The COVID-19 pandemic accelerated the pace of changes in teaching activities, especially regarding the use of technologies. In 2021, the United Nations (UN) released a report based on data from the International Labour Organization (ILO), highlighting the importance of teachers mastering new technologies and techniques to meet current demands in the education market, emphasizing the revolutionary nature of technological advancements in the teaching profession (UN News, 2021).

Problema de Pesquisa e Objetivo

Although technological advancements are a common reality for educators, the resources available to cope with career transitions affect each professional's individual process, experience, and the success of the transition (Anderson et al., 2012). In light of this, the present study aimed to investigate the availability of resources to deal with career transitions triggered by technological advancements in the careers of Brazilian higher education faculty, with an emphasis on comparing resource availability across different age groups.

Fundamentação Teórica

The 4S System (Schlossberg's 4S model), initially proposed by Anderson et al. (2012), has been widely used in the recent career transition literature (Schumann et al., 2024; Sueningrum et al., 2022; Wall et al., 2018). The main resources encompass the Situation of the transition, the level of Support, the characteristics of the Self, and the Strategies adopted by individuals in the face of career transition challenges. In this model, all transitions have the potential to result in both gains and positive aspects (Assets), as well as losses and negative aspects (Liabilities).

Metodologia

This study can be classified as descriptive in terms of its objectives and quantitative regarding its research approach. A survey was conducted targeting higher education faculty from public universities across Brazil's five macro-regions. A questionnaire, with categories based on the 4S System (Situation, Self, Support, Strategy), was completed by 429 professors from public universities across Brazil's five macro-regions. A quantitative approach was adopted through the development of four Multivariate Analysis of Variance (MANOVA) models.

Análise dos Resultados

The distribution of resources (4S System) was compared across different age groups, and the results revealed imbalances among them. Faculty members aged 39 or younger experienced transitions collectively and during more turbulent life stages, although with greater clarity regarding the motivations for change. Those aged 60 or older faced transitions more independently but during calmer periods of life, with greater predictability, time for adaptation, institutional support, and social recognition.

Conclusão

This article presents results from a broader study on transitions triggered by technological advancements in the careers of Brazilian university professors. In future studies, and to further clarify findings with moderate effect sizes, qualitative analyses through interviews with higher education faculty are recommended. To enable this continuation, at the end of the questionnaire application, respondents were invited to leave their contact information, and 90 professors expressed interest in the second phase of the research.

Contribuição / Impacto

This study offers both theoretical and practical contributions by addressing a gap in the career transition literature. Its findings may also inform the development of public policies and university management practices.

Referências Bibliográficas

Anderson, M. L., Goodman, J., & Schlossberg, N. K. (2012). Counseling adults in transition: Linking Schlossberg's theory with practice in a diverse world (4th ed.). Springer Publishing Company.

Schumann, M., Peppler, L., Beck, P., & Schenk, L. (2024). Navigating transitions: A qualitative study of nursing teams' experiences of educational and cultural transitions in Germany. BMC Nursing, 23, Article 725. <https://doi.org/10.1186/s12912-024-02383-0>