Cognitive Profile and Cognitive Reserve in Teachers

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Within a population with high cognitive reserve, specific characteristics of the teaching career trajectory could modulate the cognitive profile even after retirement

INTRODUCTION

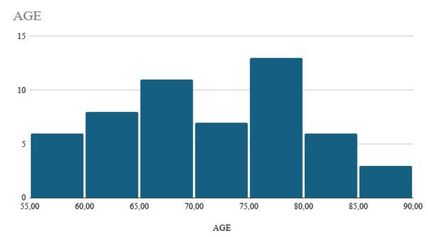
Teaching may enhance cognitive reserve through sustained cognitive demands. We explored associations between demographic, academic and occupational variables and cognition in teachers aged ≥50 with subjective memory complaints or MCI

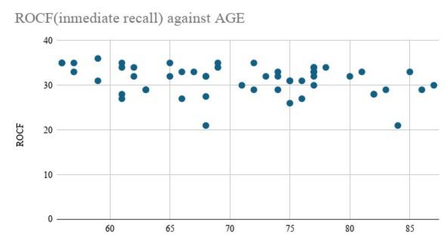
METHODS

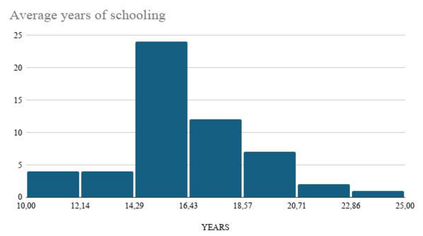
An observational, descriptive, cross-sectional study was conducted in teachers aged ≥50 years with MMSE >20. Neuropsychological battery: RAVLT, TMT-A, TMT-B, Córdoba Naming Test, verbal fluency tasks, and the Rey–Osterrieth Complex Figure . Descriptive statistics: Student t-tests, Spearman correlations. Analyses were carried out using RStudio version 2025.09. .

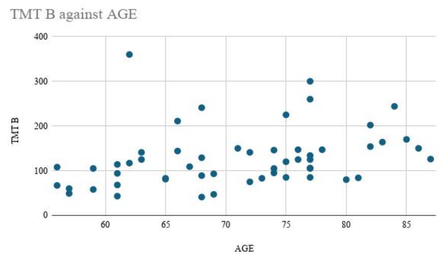
RESULTS

55 participants have been recruited. Mean age 71.3±8.5 years; education 16.3±2.4 years; 88% women; 81% retired. Men scored higher on Cordoba Naming Test (24.8 vs 21.1; p=0.0066). Older age correlated with poorer TMT-B (ρ = 0.43; p = 0.001) and ROCF copy (ρ = −0.29; p = 0.032). Active teachers showed descriptively better TMT-B performance, without significance.









CONCLUSIONS

Older age was associated with lower executive and visuospatial performance. Language differences favored men. Continued professional activity may be associated with preserved executive function, requiring confirmation in larger samples.

REFERENCES

CONTACT