

Satisfaction in the work of the Physical Education teachers at the beginning of the teaching career

Satisfacción laboral del profesor de Educación Física al inicio de la carrera docente

Satisfação no trabalho de professores de Educação Física no início da carreira docente

Naline Cristina Favatto¹ & Jorge Both²

Favatto, N. C., & Both, J. (2023). Satisfacción laboral del profesor de Educación Física al inicio de la carrera docente. *Revista Ciencias de la Actividad Física UCM, 24(2)*, julio-diciembre, 1-18. <https://doi.org/10.29035/rcaf.24.2.2>

ABSTRACT

The beginning of the teaching career is understood as an intense and challenging period for the teacher. In this sense, the research aims to analyze the job satisfaction of physical education teachers at the beginning of their teaching careers. This descriptive study with a qualitative approach involved 16 effective teachers between the 1st and 4th year of teaching in municipal and state schools in the city of Maringá (Paraná). For data collection, a semi-structured interview was used, and the information was analyzed according to the content analysis technique. It was evident that all groups of teachers are dissatisfied with the dimensions: workforce remuneration, working conditions, career progression, and social relevance at work. Social Integration in the work environment was the only dimension to stand out as satisfactory for all investigated groups. Teachers with three and four years of teaching demonstrated greater job satisfaction when compared to the others. Teachers with one and two years of teaching experience showed greater dissatisfaction at work, with a more critical attitude.

Key words: Job satisfaction, Teacher, Physical education, Teaching career.

¹ Doutorado em Educação Física. Universidade Estadual do Paraná, Brasil.
<https://orcid.org/0000-0001-9030-9121> | nfavatto@gmail.com

² Doutor em Educação Física. Universidade Estadual do Paraná, Brasil.
<https://orcid.org/0000-0002-8238-5682> | jorgeboth@yahoo.com.br

RESUMEN

El inicio de la carrera docente se entiende como un periodo intenso y desafiante para el docente. En este sentido, la investigación tiene como objetivo analizar la satisfacción laboral de los profesores de Educación Física al inicio de su carrera docente. El estudio descriptivo con enfoque cualitativo contó con la participación de 16 profesores efectivos que se desempeñaban entre los niveles de 1º y 4º año de enseñanza en escuelas municipales y estatales de la ciudad de Maringá (Paraná). Para la recolección de datos se utilizó la entrevista semiestructurada y la información fue analizada según la técnica de análisis de contenido. Se evidenció que todos los grupos de docentes están insatisfechos con las dimensiones: venta de mano de obra, condiciones de trabajo, progresión profesional y relevancia social en el trabajo. La Integración Social en el ambiente de trabajo fue la única dimensión que se destacó como satisfactoria para todos los grupos investigados. Los docentes con tres y cuatro años de docencia demostraron mayor satisfacción laboral en comparación con los demás. Los docentes con uno y dos años de experiencia docente mostraron mayor insatisfacción en el trabajo, con una actitud más crítica.

Palabras clave: Satisfacción laboral, Profesor, Educación Física, Trayectoria docente.

INTRODUCTION

Since the 1990s, in the Brazilian sphere, there has been an interest in studies on the identity of teachers, the characteristics of teachers who are in residence or who are in the development phase, the professional school processes that contemplate the training paths, such as , the life stories and the analysis of the teaching career (Castro, 2005). From this period onwards, we began to reconstitute, in a more human way, the teacher as the protagonist of the school process of teaching and learning, as well as, an individual who needs support, not only in relation to his initial training, but also during o development of his professional career (Lengert, 2005). Within this

RESUMO

O início da carreira docente é compreendido como um período intenso e desafiador para o professor. Nesse sentido, a pesquisa tem como objetivo analisar a satisfação no trabalho dos professores de Educação Física no início da carreira docente. O estudo descritivo de abordagem qualitativa contou com a participação de 16 professores efetivos que estavam entre o 1º e 4º ano de docência nas escolas municipais e estaduais da cidade de Maringá (Paraná). Para coleta de dados foi empregada uma entrevista semiestructurada e as informações foram analisadas conforme a técnica da análise de conteúdo. Evidenciou-se que todos os grupos de professores se encontram insatisfeitos com as dimensões: venda da força de trabalho, condições de trabalho, progressão na carreira e relevância social no trabalho. A Integração Social no ambiente de trabalho foi a única dimensão a se destacar como satisfatória para todos os grupos investigados. Os professores com três e quatro anos de docência demonstraram maior satisfação no trabalho quando comparados aos demais. Os professores com um e dois anos de docência demonstraram maior insatisfação no trabalho, os quais apresentaram postura mais crítica.

Palavras chave: Satisfação no Trabalho, Professor, Educação Física, Carreira Docente.

theme, the teaching career was solidified through class struggles and by administrative organizations, such as unions and associations, which were contextualized to build the careers of teachers from all areas of knowledge (Farias et al., 2018).

The studies focused on the teaching career, particularly, on the professional development cycles make important contributions to a better understanding of the professor's performance and on how he reages and creates strategies for the development of his actions (Farias et al., 2018). The investigations on the career and the cycles of teaching development are important references

in understanding how the profession is established in the school environment, and how the interpersonal relationships function and atuação in the classroom, among many other aspects that characterize the teacher (Huberman, 2000).

Specifically, the career entry cycle includes the professors who work in the third year of teaching (Huberman, 2000). However, this period can be extended for teachers who are in their fourth year of teaching (Farias et al., 2018). Insertion into the teaching career is understood in literature as a "clash with reality" (Huberman, 2000; Farias et al., 2018). For Huberman (2000), this period stands out as a moment of survival in teaching work, permeated by tensions (Lengert, 2005; Farias et al., 2018).

The importance attributed to work is given to the amount of time allocated to the individual for work activities. Such a fact directly interferes with the way in which individuals relate to each other as they live (Walton, 1973), as well as interfering with the everyday entities involved in the educational process. But, many times, the teacher's vision on these aspects is disregarded (Both et al., 2014). The level of Work Satisfaction can influence the career, the profession is characterized as an instável process, which allows teachers to adapt to new artifices throughout the career, considering the demands of society (Nascimento et al., 2021).

Also, job satisfaction can be an indicator of the quality of life in work, since the aspects that comprise it are: Remuneration; Working Conditions; Autonomia no Trabalho; Opportunity of Progressão in Carreira; Social Integration in the Work Environment; Work Laws and Standards; Work and Total Life Space, and Social Relevance in Work (Walton, 1973). Thus, these factors interfere in the teacher's daily life, it is noteworthy

that, many times, the managers disregard the teacher's vision on these aspects.

Work satisfaction is generally related to work conditions in which the server is submetido (Gesser et al., 2019). It is understood as the result of assessments carried out by professionals on each of the two aspects that comprise the work (Nascimento et al., 2016). The study of satisfaction in work, in the educational area, assumes fundamental importance, in order to understand the peculiar aspects of the school, such as: working conditions, type of direction, characteristics of students from a certain region, opportunities for professional growth (Soriano & Winterstein, 1998). Both & Nascimento (2010) and Moreira et al. (2010) highlight that Work Satisfaction is correlated with the following aspects: adequate remuneration, working conditions, autonomy, career progress, social integration, work laws, self-perception of relevance of the work performed.

In general, there are various studies that address the satisfaction of physical education teachers throughout their careers (Folle et al., 2008; Farias et al., 2008; Ahmadian et al., 2015; Both, 2015; Gesser et al., 2008; al., 2019; 2019; Nascimento et al., 2021); Therefore, research that has its specificity in the first years of teaching by physical education professors is still scarce. Thus, to consider the aspects that interfere in the perception of satisfaction of the teacher at the beginning of the career, the objective of the research was to analyze the satisfaction of the work of the Physical Education teachers who are in the entry phase of the career.

METHODS

Sample and procedures

The study is characterized as descriptive with a qualitative approach. Second Thomas et al. (2007) a qualitative research aims to understand the meaning of an experience of two individuals involved in a specific environment, such as how the components are mixed to form the whole. Assim, it will seek through the articulations with the authors, to provide some pertinent discussions and reflections, in respect of this topic in the school environment. The descriptive character is once concerned with status in order to better understand a given situation, making it possible to observe, record, analyze and correlate two phenomena (Cervo & Bervian, 1996).

The research was composed by 16 Physical Education teachers, who presented four years of experience in teaching and who had an effective employment link in the schools of the municipal and state networks of the city of Maringá (Paraná – Brazil). Within two criteria of inclusion, Physical Education teachers may, previously, have exercised professional skills in other schools, but the totality of their teaching experience could not

exceed four years. Such an action is justified by the fact that (Farias et al., 2008) will indicate the beginning of the career between the first and fourth years of teaching.

All professors receive a Free and Informed Consent Form agreeing to participate in the research. The analysis period occurred between the months of July to October of the year 2019. The study was approved by the Ethics Committee in Research Involving Human Beings of the State University of Londrina (Review No. 1,666,357).

In Table 1 it is possible to verify the sociodemographic data of the teachers. Four professors have a one-year career, four professors have a two-year career, three professors have a three-year career, and five professors have a four-year career. The clippings from the interviews are presented as identification letters and numbers, being that the letters “A”, “B”, “C” and “D” represent the number of years that the professors have had in the teaching experience (A = a year of teaching ; B = two years of teaching; C = three years of teaching; of teaching). The numeral was used to organize the teachers in the original group.

Table 1

Sociodemographic data of the professors participating in the research.

	1 Year Of Career	2 Years Of Career	3 Years Of Career	4 Years Of Career
Gender	2 female (A1, A3)	2 female (B4, B1)	2 female (C2, C3)	4 female (D1, D2, D5, D4)
	2 male (A4, A2)	2 male (B3, B2)	1 male (C1)	1 male (D3)
Marital status	3 Single	3 Single	3 Single	4 Single
	1 Married	1 Married		1 Widowed
Age	25 years	30 years	31 years	31 years
Academic Background	1 Masters			
	2 Specialization	1 Masters	1 Masters	5 Specialization
	1 Undergraduate	3 Specialization	2 Specialization	
Workplace	4 City	3 City 1 State	2 City 1 State	5 City
	2 - 40 hours 2 - 20 hours	4 - 40 hours	4 - 40 hours	5 - 40 hours
Other employment relationship		2 Gyms and Clubs	2 Gyms and Clubs	3 Gyms and Clubs
		1 Higher Education Institution		

Source: Own elaboration.

Variables and Instruments

For data collection, the semi-structured interview was used. According to Thomas et al. (2007), the interview is the most common and basic source of data for conducting field research, allowing data to be reported from the speech of the actors, who are the research subjects and experience the reality under analysis. The interview was prepared by the researchers and validated in two moments by 10 Physical Education teachers who worked in basic education. Its guiding questions contemplated the theoretical model developed by Walton (1973), which seeks to evaluate the quality of life at work, through worker satisfaction and has eight conceptual categories, which are: Remuneration; Working Conditions; Autonomy at Work; Opportunity for Career Progression; Social Integration in the Work Environment; Laws and Standards at Work; Work and Total Living Space,

and Social Relevance at Work. The interview had a total of 42 open-ended questions. Data collection was carried out through individual contact between the researcher and the participating teachers at their respective schools. The 16 schools were located in areas far from the city center and only three of them did not offer adequate spaces for Physical Education classes. In addition, all of these schools had a sufficient number of materials, especially those aimed at sports and gymnastics. The interviews lasted an average of 35 minutes, and the data were transcribed in 20 hours. In addition, after the interviews were transcribed, the content of the interviews was validated by the interviewees.

Data analysis

For data analysis, the content analysis proposed by Bardin (2011) was used, which presents the three basic stages of analysis, namely: pre-analysis, which is understood as the process of organizing and familiarizing with the research; analysis of the material, which is the process of coding the information; and; treatment of the results, where the thematic axes guiding the results are established. The dimensions proposed by Walton (1973) established the a priori categories of data analysis; however, the indicators presented in the work were created a posteriori. It is noteworthy that the second author of the work acted as a "critical friend" in the process of interpreting and categorizing the information initially systematized by the first author. Within this context, it is worth noting that the critical friend is a person who is not directly involved in the research, but who has the necessary knowledge to critically analyze and promote discussions, suggestions, and new scientific rethinking.

RESULTS

When assessing the aspects that provided job satisfaction and dissatisfaction, it was found that the dimensions: Working Conditions; Autonomy at Work; Opportunity for Career Progression; Work and Total Living Space and Social Relevance at Work presented both positive and negative points, considering the years of experience of the teacher and the school network in which they worked. Remuneration was the only dimension that showed only aspects of dissatisfaction. Likewise, only the dimension of Social Integration in the Work Environment was understood as satisfactory by all groups. In addition, the dimension Laws and Regulations at Work could not be defined as positive or negative, as the teachers stated that they had little knowledge on the subject, justifying that they had never had any problem in which it was necessary to resort to the Laws and regulations that govern statutory work.

In Table 2, it is possible to observe the points of job satisfaction regarding the dimensions Working Conditions; Social Integration in the Work Environment; Opportunity for Career Progression; Autonomy at Work; Work and Total Living Space and Social Relevance at Work.

Table 2

Dimensions and indicators of job satisfaction of Physical Education teachers who were at the beginning of their teaching career.

Dimensión	Indicators	Reports
Working conditions	Structure	"The materials and structure that the city hall provides us are of very good quality and very varied." (B1).
Social Integration at Work	Peer Integration	"Whenever I need both coordination and supervision, they help us. They give us feedback if we need to resolve something, they go after it to resolve it." (B2).
	Community Integration	"We call them to talk, some parents show up, others don't. The parents who come, come to help, so the relationship is good."(B2).
Career Progression	Satisfaction considering the national reality.	"Yes, in the state we have those "little houses" where we can make progress, we are a little threatened politically in this sense. But, I believe that this progression will continue to exist." (B4).
Autonomy at Work	Autonomy in the development of classes	"We have to follow the curriculum content, and that is mandatory. But the way I work on this content can be any way I want, for example: texts, activities, games... I have the freedom to work in any way I want as long as I don't stray from the content, we call this instrumentalization." (D1).
Work and Total Living Space	Satisfaction with leisure time	"Yes, leisure and work time are peaceful. But, a physical education teacher needs to have more than one job to survive." (D2).
Social Relevance at Work	Relevance of the subject at school	"It has improved a lot. In the past, there was less recognition. But nowadays respect has increased significantly. Everyone understands that it is a very important discipline." (D3).

Source: Own elaboration.

Regarding working conditions, it was observed that most of the teachers surveyed reported satisfaction with the structure of the schools, which had sports courts and a variety of materials for use in Physical Education classes (A1, A3, A4, B1, B2, C3, D1, D3, D4, D5). However, the criticism of most of these teachers is that the spaces designated for Physical Education classes only prioritize team sports.

Considering satisfaction with the dimension of social integration in the work environment, when information was discussed regarding the relationship with principals, supervisors and other colleagues, in general, all groups surveyed were satisfied (A1, A3, A4, B1, B2, C3, D1, D2, D3, D5). In addition, good relationships with students were observed, although there is little contact with parents, which only occurs

when handing out report cards or when parents or guardians are called to school in the event of a student's misbehavior (B2, D4).

Regarding career progression, only two teachers with two and three years of teaching experience in the state education system reported satisfaction with this dimension (B4, C1). Based on this assumption, it is important to emphasize that these teachers taught in the state network of Maringá, which offers a more attractive career plan when compared to the municipal network of Maringá.

Regarding autonomy for teaching, all municipal teachers reported receiving the planning adopted by the education department (A1, A2, A3, A4, B1, B2, B3, B4, C1, C2, C3, D1, D2, D3, D4, D5). In view of this, the teachers reported that the planning must be mandatory, but there is

freedom in the way it is developed (A2, A3). It was evident that this dimension presented a significant number of satisfied teachers due to the flexibility in the way in which the teacher had to develop this content in their classes. Regarding the balance of time dedicated to work and leisure, satisfaction was generally found only among teachers with four years of teaching experience (D1, D3, D4, D5). This may be associated with the adaptation of the work and study routine, and not directly with multiple jobs, since multiple jobs were not observed only in the group of teachers with one year of teaching experience.

Regarding the relevance of the subject in the school environment, only five teachers with two and four years of teaching experience demonstrated satisfaction (B3, D1, D2, D3, D5). This fact may be linked to the culture established within each school in relation to the appreciation of subjects, specifically Physical Education and its direct relationship with health promotion.

Table 3 presents the points of dissatisfaction at work regarding the dimensions: Remuneration; Working Conditions; Autonomy at Work; Opportunity for Career Progression; Work and Total Living Space; and Social Relevance at Work.

Table 3

Dimensions and indicators of job dissatisfaction among Physical Education teachers who were at the beginning of their teaching career.

Dimension	Indicators	Reports
Salary	Low wages	"Teachers' pay should improve, especially in primary education... The beginning of everything is the formation of the human being" (B2).
	Devaluation of titles	"We are not satisfied because we are constantly training. We never stop. We are concerned about having quality in our training and we lack this return. In the end, we end up having to work more hours." (C2).
Working conditions	Number of students per class	"They put a lot of children in the classroom. How are you going to teach a quality class with such a large number of children? Especially now that we have a lot of inclusion students, a lot of students with learning difficulties." (D1).
	Health maintenance	"The court is not closed and we have to shout a lot, and we end up getting quite stressed." (A2).
Career Progression	Career plan	"For us, career plans are irrelevant. Every five years we get a very low salary increase. Teachers who have been working for the city government for more than 20 years or who are about to retire have very low salaries. It is inevitable not to make comparisons." (D2).
Autonomy at Work	Interference in classes	"Yes, I have interference. We have the autonomy to plan, but we have to follow a pre-established lesson planning criterion. I have the freedom to work with what is stipulated." (B3).
Work and Total Living Space	Lack of time to rest	"I think we live to work. Work is the consumption of our vital energy. Normally we have little time for leisure." (A4).
	Multiple employment	"Yes, leisure time is work. A physical education teacher needs to have more than one job to survive." (D2).
Social Relevance at Work	Peer recognition	"Our physical education work is not recognized. I even joke that it is a sub-subject. We feel insignificant, I think that if I were not in school I would not be missed." (B4).
	Recognition from society	"No! So much so that when I call some parents to talk they say "if it's only in physical education, in your subject that he's doing badly, there's no problem, because physical education doesn't fail" (A1).

Source: Own elaboration.

Regarding pay, it was found that all groups of teachers were dissatisfied with their salaries (A1, A2, A3, A4, B1, B2, B3, C1, C2, C3, D1, D2, D4, D5). Among the reasons listed, the lack of adequate financial recognition for specialization, master's and doctoral degrees during and after the probationary period stood out (A1, A2, A3, A4, C1, C2, D5), as well as the low pay of teachers in the city of Maringá when compared to other cities in the region, given a position with so many responsibilities and little financial return.

Regarding working conditions, three teachers were dissatisfied with the existence of open courts and inadequate places for physical education classes, which hinders communication between teachers and students due to the

external environment (A2, B3, C2). However, this is not the reality in all the schools investigated, even though they are considered "peripheral" schools. Regarding the high number of students per class, it is possible to observe the dissatisfaction of all the groups investigated, since this is a factor that interferes with the quality of the class and the student's performance (A1, A2, A3, A4, B1, B2, B3, B4, C1, C2, C3, D1, D2, D3, D4, D5). Unfortunately, this is a reality observed in public schools throughout the country. In relation to teachers with one year of teaching experience, it was noted that they needed to speak very loudly in the gym, which aggravated the health of the teachers' vocal tract (A2, A4). This may be related to the mechanisms of adaptation to teaching in

the face of class control and the ways of developing content in open spaces.

Regarding the possibility of career progression, it was noted that all the groups investigated were dissatisfied. Municipal teachers described the possibility of progressing in their careers only when they occupy positions of trust, such as supervisor, advisor or principal (A1, A2, A3, A4, B1, B2, B3, C2, C3, D1, D2, D3, D4, D5). However, regarding autonomy in teaching, two teachers with one and two years of teaching experience, respectively, highlighted that they experience interference in their classes (A4, B3). These teachers believe that being forced to work on content determined by the municipal education system ends up hindering their daily teaching practice.

Regarding the balance of time dedicated to work and leisure, teachers with one, two and three years of experience indicated dissatisfaction with this dimension, mainly regarding the attempt to avoid taking work tasks home and the lack of time to rest (A2, A4, B1, B2, B4, C2, C3). The need for a higher income, as well as investing leisure time in studies, justified dissatisfaction with this dimension (B1, B2, B4). These findings are directly linked to the low salaries of teachers and the need to work 40 hours or more per week.

Regarding the dimension of social relevance of work arising from the school environment, all teachers highlighted dissatisfaction with this dimension in relation to society in general (A1, A2, A3, A4, B1, B2, B3, B4, C1, C2, C3, C4, D1, D2, D3, D4, D5). The low recognition by the school of the services provided by physical education teachers (A1, A3, A4, B1, B2, B4), and the feeling that the physical education teacher was at the school to cover the activity time of the main teacher (A1, A3, B1, B2) were also reasons for dissatisfaction among teachers with up to two

years of teaching experience. This perception is closely linked to the culture that is still observed today in many schools, that physical education is inferior to other subjects and does not provide the construction of scientific knowledge.

DISCUSSION

The results showed dissatisfaction with pay in all groups investigated, a fact also confirmed in research with Physical Education teachers who are in the entry phase of their careers in Brazil (Moreira et al., 2010; Both et al., 2013; Martins, 2016; Arouca et al., 2019). Thus, it can be seen that the implementation of an adequate salary plan system is a potential factor in improving the job satisfaction of Physical Education teachers in schools (Ahmadian et al., 2015; Arouca et al., 2019), since dissatisfaction with the financial devaluation of academic titles was pointed out by several teachers. Dissatisfaction with the working conditions of early-career physical education teachers can be observed in several studies (Folle et al., 2008; Farias et al., 2008; Both et al., 2013; Ahmadian et al., 2015; Martins, 2016, Tartari & Matos, 2019). In this context, teachers highlighted the strain of having to teach large classes, which often leads to undisciplined behavior among students and a lack of control over the classes (Farias et al., 2008; Favatto & Both, 2018).

Teachers' dissatisfaction with their vocal health was also evident, given the need to speak loudly in their classes. According to Martins (2016), it is necessary to be concerned about the health of younger teachers, since at the beginning of their careers they already show early signs of vocal fatigue, a reality caused by the incorrect use of the voice (Simões, 2000). This can be even more noticeable in Physical Education classes, due to the characteristics of the spaces that interfere with the emission of sounds and the high number of students (Farias et al., 2018).

However, on the other hand, it can be observed that teachers were satisfied with the material and structural conditions of the school where they taught, and this feeling was observed more prominently in teachers with four years of teaching experience. Satisfaction with this topic can be understood by the fact that teachers with longer tenure can choose schools with adequate structure when it comes to reallocating workloads and distributing extra classes. However, satisfaction with the material and structural conditions of the school is not the reality in most schools, since studies have shown that teachers at the beginning of their careers are more dissatisfied with the infrastructure and materials offered by the school (Folle & Nascimento, 2011; Both et al., 2013; Both et al., 2014; Gesser et al., 2019).

Satisfaction with social integration in the work environment, with teachers, managers, students and the community can be verified in all groups investigated. Within this context, Moreira et al. (2010); Martins (2016) pointed out that younger teachers are less dissatisfied with social integration, as they are more at ease in adapting to school life. However, other studies have shown that teachers at this stage tend to be more dissatisfied with this dimension (Farias et al., 2008; Both et al., 2013). Differently from the results found, one of the most satisfactory aspects of the work, at the beginning of the teaching career, was the possibility of career progression (Farias et al., 2008; Moreira et al., 2010; Both et al., 2014). However, in this research, this dimension was observed through teacher dissatisfaction in all groups investigated, and this evidence is similar to the results of investigations carried out with teachers at the beginning of their careers by Both (2011), Martins (2016) and Favatto & Both (2019). Within this context, municipal teachers highlighted that it is not possible to progress in

their careers, and that this possibility is only viable by assuming a position of trust within the public structure. The strong energetic characteristic of novice teachers highlights the dissatisfaction of the majority with the procedures for adjusting education, which is normally slow and gradual (Shoval et al., 2010).

On the other hand, only two teachers, affiliated with the state of Paraná, are satisfied with their career progression. This may be associated with the career plan of these teachers, which presents more significant advances than most municipalities in the state. In addition, it is important to highlight that the state had the Professional Development Program (PDE) that promoted dialogue between basic education and higher education teachers, through guided theoretical-practical activities, resulting in the production of knowledge and qualitative changes in the teaching practice of public schools in Paraná (Complementary Law No. 130, 2010). The program encourages continuing education and research production in the school environment, and at the end of the program, teachers progressed in their career plan, which consequently increased their salary (Complementary Law No. 130, 2010). According to the study by Nascimento et al. (2019), the career progression dimension is a factor of satisfaction in the work environment. However, this finding shows that satisfaction with this dimension is associated with the education network in which the teacher is employed, since the different states and municipalities have their own career plans.

Another important issue to be raised is the identification of some ruptures in the perception of job satisfaction in the dimensions of Autonomy at Work, Laws and Regulations at Work, Work and Total Living Space, and Social Relevance at Work, considering the years of experience that the teachers had. Regarding autonomy, it was observed that teachers with three and four years

of teaching demonstrated greater satisfaction. It is noteworthy that research shows that teachers in the entry cycle were less dissatisfied with autonomy at work (Moreira et al., 2010; Both et al., 2013; Nascimento et al., 2019). On the other hand, some teachers with one or two years of experience in the municipality demonstrated that they did not agree with the educational format adopted, which showed that the groups of younger teachers in their careers were not adapted to the operating policy of the institution where they taught (Favatto & Both, 2019). This result reflects the period of "shock with reality" that teachers go through when they enter the teaching profession (Huberman, 2000; Farias et al., 2018).

It is also understood that dissatisfaction is linked to the desire to modify and innovate Physical Education classes, since the newly graduated teacher is motivated to teach. In addition, at this point in their careers, there is a certain impact regarding the adaptation to the culture of the school unit of beginning teachers (Freitas & Alvernaz, 2016).

It is noteworthy that teachers with four years of teaching demonstrated greater satisfaction with the balance of time allocated to leisure and work, which may be related to their better adaptation to the work routine. However, teachers belonging to the groups with up to three years of teaching demonstrated less satisfaction with the balance of time between leisure and work, as most had a weekly workload equal to or greater than 40 hours. On this topic, Tartari & Matos (2019) highlight that a large part of the time in the life of a physical education teacher is allocated to professional activities rather than free time for leisure, and/or with family and friends.

In fact, multiple jobs are more intensely perceived among teachers at the beginning of

their careers, as teachers need to develop other jobs in addition to school in order to have a decent salary that meets their personal and family needs (Batillani, 2018). Thus, dissatisfaction with the observed salary makes teachers look for ways to increase their income through other work activities that consume their time, when they could be preparing classes and rethinking their practice (Both et al., 2016), as well as dedicating themselves to leisure.

Teachers with three and four years of teaching experience are more satisfied with the social relevance of their work, which demonstrated that they had a greater feeling of appreciation for their profession, as well as for the subject of Physical Education, by their peers. It is worth noting that research has shown that younger teachers were more satisfied with this dimension, with the perception of the importance of work action for society being the most positive point highlighted by beginning teachers (Farias et al., 2008; Moreira et al., 2010; Both et al., 2014; Martins, 2016; Nascimento et al., 2019). Beginning teachers are not very concerned about being recognized in the workplace (Al-Mohannadi & Capel, 2007; Vieira et al., 2018). However, teachers with up to two years of teaching experience were dissatisfied with the appreciation and understanding of the importance of their work in the school environment. Studies indicate that the appreciation of the profession leads to greater teacher satisfaction, as it facilitates the teaching and learning process (Heringer & Figueiredo, 2009; Sanchotene & Molina, 2013; Azambuja, 2018). This situation may be linked to the adaptation of the school culture itself, which treats Physical Education as a time for sports, recreation, organization of championships and festive dates. In many cases, there is a lack of understanding about the role of the Physical

Education discipline by other teachers and the pedagogical team (Frasson et al., 2016).

Regarding the relevance arising from society, in general, all groups of teachers highlighted dissatisfaction. Most teachers felt undervalued by society in the work carried out in the school environment (Martins, 2016). The mistaken understanding of the Physical Education discipline, both by other coworkers and by parents and students, contributes to the feeling of undervaluation of teachers in the workplace. Regarding this issue, López (2020) and Sandoval et al. (2021) mentioned the importance of the perception of the relevance of the Physical Education teacher in the school context with regard to teacher satisfaction. Finally, regarding labor laws and regulations, it was found that teachers in general have little knowledge about this dimension, as evidenced by Martins's research (2016). Some studies have indicated that beginning teachers tend to demonstrate greater satisfaction with the laws that guide teaching work (Farias et al., 2008; Moreira et al., 2010; Martins, 2016). On the other hand, teachers in the final phase of their teaching careers may demonstrate greater dissatisfaction due to concerns and uncertainties regarding the retirement process, the instability of the laws and regulations that govern it, and the fragile structure of institutions (Both et al., 2014).

CONCLUSION

Job satisfaction presented positive and negative points in relation to some dimensions. Regarding remuneration, working conditions, career progression and social relationships in the workplace, the groups presented similar results regarding the perception of satisfaction and dissatisfaction in the work environment.

The different perceptions of job satisfaction of teachers are not only related to the education system in which the teachers are employed. But also due to the ruptures in perception that were identified considering the years of experience in the career of these teachers. Regarding this issue, it was found that teachers with one and two years of teaching demonstrated greater dissatisfaction in the dimensions of autonomy at work, balance of time between leisure and work and relevance of work when compared to teachers with three and four years of teaching.

In contrast to this scenario, the dimension Remuneration was indicated as unsatisfactory for all groups investigated and the dimension Social Integration in the work environment was understood as satisfactory by these same groups. Only the dimension Labor laws and standards did not show, specifically, negative or positive points, considering that most teachers had little knowledge about this topic.

Thus, it was concluded that teachers with one and two years of teaching experience, when compared to teachers with three and four years of experience, demonstrated greater job dissatisfaction. This fact is also associated with the processes of adaptation, maturity and understanding of the career of beginning teachers. It was found that these teachers presented a more critical and confrontational stance towards the various dimensions permeating professional satisfaction, with greater intensity of autonomy and social relevance at work. On the other hand, teachers with four years of experience were more adapted and mature in relation to their professional performance. Thus, such evidence highlights not only the need for financial recognition of teachers, but also the implementation of training that addresses the discussion of this topic and allows the exchange of experiences between

younger and experienced teachers regarding school dynamics.

REFERENCES

- Ahmadian, R., Farshbaf, M., & Vafaeian, M. (2015). The relationship between burnout and job satisfaction of physical education teachers. *Indian Journal of Fundamental and Applied Life Sciences*, 5(S2), 1235-1241. <https://www.cibtech.org/sp.ed/jls/2015/02/159-JLS-S2-161-Ahmadian-THE-CITY.pdf>
- Al-Mohannadi, A., & Capel, S. (2007). Stress in physical education teachers in Qatar. *Social Psychology of Education*, 10(1), 55-75. <https://doi.org/10.1007/s11218-006-9004-9>
- Arouca, A. J. R., Pereira, M. P. C., Garcia, M. P., Rosa, A. I., & Farias, G. F. (2019). Início da carreira do professor de Educação Física: Uma Revisão Sistemática. *Pensar a Prática*, 22, 1-13. <https://doi.org/10.5216/rpp.v22.46006>
- Azambuja, A. P. O. (2018). *A questão da saúde na educação física escolar: reflexões sobre as perspectivas de professores* [Tesis doctoral, Universidade Estadual Paulista Júlio de Mesquita Filho]. <http://hdl.handle.net/11449/154059>
- Bardin, L. (2011). *Análise de conteúdo*. Edições 70.
- Batillani, T. G. (2018). *Bem-estar dos profissionais de Educação Física que exercem pluriemprego* [Dissertação de Mestrado, Universidade Estadual de Londrina]. https://sucupira.capes.gov.br/sucupira/public/consultas/coleta/trabalhoConclusao/viewTrabalhoConclusao.jsf?popup=true&id_trabalho=6434872
- Both, J., & Nascimento, J. V. (2010). Condições de vida do trabalhador docente em educação física do magistério público municipal de Florianópolis. *Caderno de Educação Física e Esporte*, 9(16), 11-28. <https://e-revista.unioeste.br/index.php/cadernoedfisica/article/view/3788>
- Both, J. (2011). *Bem estar do trabalhador docente em educação física da Região Sul do Brasil* [Tese de doutorado, Universidade Federal de Santa Catarina, Centro de Desportos]. <http://repositorio.ufsc.br/xmlui/handle/123456789/95232>
- Both, J., Nascimento, J. V., Sonoo, C. N., Lemos, C. A., & Borgatto, A. F. (2013). Bem-estar do trabalhador docente em Educação Física ao longo da carreira. *Revista de Educação Física/UEM*, 24(2), 233-246. <https://doi.org/10.4025/reveducfis.v24.2.16114>

- Both, J., Nascimento, J. V., Sonoo, C. N., Lemos, C. A., & Borgatto, A. F. (2014). Bem-Estar do trabalhador docente em educação física da região sul do Brasil de acordo com os ciclos vitais. *Revista Brasileira de Educação Física e Esporte*, 28(1), 77-93. <https://doi.org/10.1590/S1807-55092014000100077>
- Both, J. (2015). Satisfação no trabalho e estilo de vida do docente de educação física na região metropolitana de Florianópolis, santa Catarina. *Revista Mackenzie de Educação Física e Esporte*, 14(2), 21-31. <http://editorarevistas.mackenzie.br/index.php/remef/article/view/4720/6654>
- Both, J., Ferreti-Borgatto, A., Sonoo, C. N., Fogliarini-Lemos, C. A., Ciampolini, V., & Nascimento, J. V. (2016). Multiple job holding associated with the wellbeing of physical education teachers in southern Brazil. *Educación Física y Deporte*, 35(1), 117-140. <https://doi.org/10.17533/udea.efyd.v35n1a05>
- Castro, M. (2005). *Reflexões sobre a profissão docente: antigas professoras falam sobre o passado e o presente da professora primária*. 28º REUNIÃO ANUAL DA ANPEd, Caxambu, Brasil. <https://www.anped.org.br/sites/default/files/gt08590int.pdf>
- Cervo, A., & Bervian, P. A. (1996). *Metodologia Científica*. Makron Books.
- Farias, G. O., Folle, A., Both, J., Batista, P. M. F., Graça, A., & Nascimento, J. V. (2018). Ciclos da trajetória profissional na carreira docente em educação física. *Movimento*, 24(2), 441-454. <https://doi.org/10.22456/1982-8918.75045>
- Farias, G. O., Saad, M. A., Teixeira, A. S., Salles, N. W., & Nascimento, J. V. (2008). Preocupações pedagógicas de estudantes-estagiários na formação inicial em Educação Física. *Motriz*, 14(3), 310-319. <https://pesquisa.bvsalud.org/portal/resource/pt/lil-506909>
- Favatto, N. C., & Both, J. (2019). Preocupações dos professores de Educação Física no início da carreira docente. *Motrivivência*, 31(58), 01-17. <https://doi.org/10.5007/2175-8042.2019e56655>
- Favatto, N. C., & Both, J. (2018). Motivos para o abandono e permanência na carreira docente em Educação Física. *Revista Brasileira de Ciências e Esporte*, 41(2), 127-134. <https://doi.org/10.1016/j.rbce.2018.05.004>
- Folle, A., Borges, L. J., Coqueiro, R. S., & Nascimento, J. V. (2008). Nível de (in)satisfação profissional de professores de Educação Física da Educação Infantil. *Motriz*, 14(2), 124-134. <https://pesquisa.bvsalud.org/portal/resource/pt/lil-504273>
- Folle, A., & Nascimento, J. (2011). Preocupações ao longo da carreira docente: estudos de caso com professores de educação física do magistério público estadual. *Revista Brasileira de Ciências e Esporte*, 33(4), 841-856. <https://doi.org/10.1590/S0101-32892011000400004>

- Franciosi, A. P., Vieira, S. V., & Both, J. (2023). Satisfação no Trabalho e Síndrome de Burnout em professores de Educação Física da Educação Básica. *Revista Ciencias de la Actividad Física UCM*, 24(1), 1-18. <https://doi.org/10.29035/rcaf.24.1.2>
- Frasson, J. S., Medeiros, C. R., & Conceição, V. J. S. (2016). Caminhos percorridos pelo grupo de estudos e pesquisa em desenvolvimento docente e o mundo do trabalho em educação física. En V. J. S. Conceição, & J. S. Frasson (Eds.), *Textos e contextos sobre o trabalho do professor de educação física no início da carreira* (pp. 42-56). Editora Sulina.
- Freitas, R. C., Alvernaz, A. (2016). Socialização organizacional de professores de educação física nos primeiros anos de profissão. En J. Henrique, F. Almeida, & S. Pereira (Eds.), *Desenvolvimento Profissional de Professores de Educação Física. Reflexões sobre a formação e socialização docente* (pp. 71-94). Editora CRV.
- Gesser, A. C., Nascimento, R. K., Guimarães, J. R. S., & Both, J. (2019). Satisfação no trabalho de professores de educação física da educação básica da Grande Florianópolis. *Physical Education and Sport Journal*, 17(1), 159-166. <https://doi.org/10.36453/2318-5104.2019.v17.n1.p159>
- Heringer, D., & Figueiredo, Z. (2009). Práticas de formação continuada em educação física. *Movimento*, 15(4), 83-105. <https://doi.org/10.22456/1982-8918.6255>
- Huberman, M. (2000). O ciclo de vida profissional dos professores. En A. Nóvoa et al. (Eds.). *Vidas de professores* (pp. 31-61, 2ª Ed.). Porto Editora.
- Lei Complementar N° 130 de 2010. Regulamenta o Programa de Desenvolvimento Educacional – PDE. 14 de julho de 2010. D.O. No. 8262. <https://www.legislacao.pr.gov.br/legislacao/pesquisarAto.do?action=exibirImpressao&codAto=56184>
- Lengert, R. (2005). *O início da carreira docente: um estudo de representações sociais* [Dissertação de Mestrado em Teologia, Escola Superior de Teologia. Instituto Ecumênico de Pós-Graduação em Teologia] http://www3.est.edu.br/biblioteca/btd/Textos/Mestre/Lengert_r_tm115.pdf
- López, I. (2020). Construcción socio-política de una vocación docente dirigida a la transformación social: el caso de la pedagogía en el campo de la educación física. *Revista Ciencias de la Actividad Física UCM*, 27(1), 1-14. <https://doi.org/10.29035/rcaf.27.1.4>
- Martins, R. G. L. (2016). *Bem-estar do trabalhador docente em educação física da região de Jataí – Goiás* [Tesis de maestría, Universidade Estadual de Londrina]. https://sucupira.capes.gov.br/sucupira/public/consultas/coleta/trabalhoConclusao/viewTrabalhoConclusao.jsf?popup=true&id_trabalho=3909504
- Moreira, H. R., Nascimento, J. V., Sonoo, C. N., & Both, J. (2010). Qualidade de vida do trabalhador docente em Educação Física do estado do Paraná, Brasil. *Revista Brasileira de Cineantropometria & Desempenho Humano*, 12(6), 435-442. <https://doi.org/10.5007/1980-0037.2010v12n6p435>
- Nascimento, R. K., Folle, A., Rosa, A. I., & Both, J. (2016). Satisfação no trabalho dos professores de educação física da rede

- municipal de ensino de São José-SC. *Journal of Physical Education*, 27(1), e2740.
<https://doi.org/10.4025/jphyseduc.v27i1.2740>
- Nascimento, R. K., Martins, A. C., Both, J., Farias, G. O., Guimarães, J. R. S., & Folle, A. (2019). Satisfação no trabalho de docentes de educação física: uma revisão sistemática. *Movimento*, 25, e25004
<https://doi.org/10.22456/1982-8918.82573>
- Nascimento, R. K., Both, J., Guimarães, J. R. S., Benites, L. C., & Folle, A. (2021). Perfis de satisfação no trabalho: um estudo com professores de educação física. *Retos*, 42, 220–227.
<https://doi.org/10.47197/retos.v42i0.83171>
- Sanchotene, M. U., & Molina Neto, V. (2013). Rotinas, estratégias e saberes de professores de Educação Física um estudo de caso etnográfico. *Revista Brasileira de Educação Física e Esporte*, 27(3), 447-458.
<https://doi.org/10.1590/S1807-55092013000300011>
- Sandoval, M., Quiroga, D., & Cárcamo, J. (2021). Visão dos professores de educação física sobre sua disciplina no Chile. *Ciencias De La Actividad Física UCM*, 22(1), 1-12.
<http://doi.org/10.29035/rcaf.22.1.9>
- Shoval, E., Erlich, I., & Fejgin, N. (2010). Mapping and interpreting novice physical education teachers' self-perceptions of strengths and difficulties. *Physical Education and Sport Pedagogy*, 15(1), 85-101.
<https://doi.org/10.1080/17408980902731350>
- Simões, M. (2000). O profissional de educação física e a voz: uma contribuição da Fonoaudiologia. *Revista Brasileira de Atividade Física e Saúde*, 5(1), 71-80.
<https://rbafs.org.br/RBAFS/article/view/989>
- Soriano, J. B., & Winterstein, P. J. (1998). Satisfação no trabalho do professor de educação física. *Revista Paulista de Educação Física*, 12(2), 145-159.
<https://doi.org/10.11606/issn.2594-5904.rpef.1998.139542>
- Tartari, M. A. F., & Matos, P. G. (2019). *A Qualidade De Vida Dos Professores De Educação Física Efetivos Das Escolas Públicas Estaduais Do Município De Tubarão* [Tesis de grado, Universidade do Sul de Santa Catarina, Tubarão].
<https://repositorio.animaeducacao.com.br/handle/ANIMA/12559>
- Thomas, J. R., Nelson, J. K., & Silverman, S. J. (2007). *Métodos de pesquisa em atividade física*. Artmed Editora.
- Vieira, S. V., Beuttemmüller, J., Both, J. (2018). Preocupações de professores de educação física conforme os ciclos de desenvolvimento profissional e características sociodemográficas. *Journal of Physical Education*, 29(1), e2924.
<https://doi.org/10.4025/jphyseduc.v29i1.2924>
- Walton, R. (1973). Quality of working life: what is it. *Sloan Management Review*, 15(1), 11–21.
https://www.academia.edu/2085254/Quality_of_working_life_what_is_it

Address for correspondence

Naline Cristina Favatto
Doutorado em Educação Física
Universidade Estadual de Maringá
Universidade Estadual do Paraná
Maringá, Brasil

ORCID: <https://orcid.org/0000-0001-9030-9121>

Contact: nfavatto@gmail.com

Received: 05-04-2023

Accepted: 01-06-2023



Esta obra está bajo una licencia de
Creative Commons Reconocimiento-CompartirIgual 4.0 Internacional