

Job Satisfaction and Burnout Syndrome in Physical Education Teachers in Grade School

Satisfacción laboral y síndrome de Burnout en docentes de Educación Física de Educación Básica

Satisfação no Trabalho e Síndrome de Burnout em professores de Educação Física da Educação Básica

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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), enero-junio, 1-18. <https://doi.org/10.29035/rcaf.24.1.2>

ABSTRACT

The evolutionary process of the teaching career trajectory is characterized by factors that can interfere with quality of life and job satisfaction. Thus, the objective of this study was to correlate job satisfaction and Burnout Syndrome in physical education teachers in Grade School. 59 Physical Education teachers linked to municipal and state networks, and who worked in the city of Araçongas – Paraná – Brazil, participated. The instruments for data collection were a sociodemographic questionnaire, the Quality of Work Life Assessment Scale Perceived by Physical Education Teachers, and the Burnout Characterization Scale. For data analysis, the chi-square, Spearman, and Friedman correlation tests were used. The profile of teachers in a medium to large city was identified, and it revealed to be mostly: women, postgraduates, linked to the municipality, working in Elementary School, who did not teach in a risk zone, had a partner, had a career between 11 and 20 years long, worked for 8 groups or more, worked more than 21 hours a week, and were up to 39 years old. It was also learned that the dimensions of Emotional Exhaustion from Burnout Syndrome and Social Relevance, and Social Integration of Satisfaction at Work are determinant in their respective models. It is important to emphasize that the social perspective of this research is known to be a good indicator in understanding teacher's profiles and the existing correlations between the constructs of Job Satisfaction and Burnout Syndrome; for Physical Education teachers of Grade School.

Key words: Teachers, Job satisfaction, Illness, Physical Education.

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RESUMEN

El proceso evolutivo de la trayectoria de la carrera docente se caracteriza por factores que pueden interferir en la calidad de vida y la satisfacción laboral. Así, el objetivo de este estudio fue correlacionar la Satisfacción Laboral y el Síndrome de Burnout en profesores de Educación Física en la Educación Básica. Participaron 59 profesores de Educación Física vinculados a redes municipales y estatales y que actúan en la ciudad de Arapongas – Paraná – Brasil. Los instrumentos para la recolección de datos fueron: un cuestionario sociodemográfico, la Escala de Evaluación de la Calidad de Vida Laboral Percibida por los Profesores de Educación Física y la Escala de Caracterización del Burnout. Para el análisis de los datos se utilizaron las pruebas de correlación de chi-cuadrado, Spearman y Friedman. Se identificó el perfil de los docentes de una ciudad mediana a grande, que reveló ser en su mayoría: mujeres, posgraduadas, vinculadas al municipio, que trabajaban en la Enseñanza Básica I, que no impartían docencia en zona de riesgo, tenían pareja, tenían entre 11 y 20 años de carrera, trabajaba para ocho grupos o más, trabajaba más de 21 horas semanales y tenía hasta 39 años. También se contactó que las dimensiones de Agotamiento Emocional del Síndrome de Burnout y Relevancia Social e Integración Social de la Satisfacción en el Trabajo son determinantes en sus respectivos modelos. Se destaca que la dirección social de esta investigación se caracteriza por ser un buen indicador para comprender el perfil de los docentes y las correlaciones existentes en los constructos Satisfacción Laboral y Síndrome de Burnout en docentes de Educación Física de Educación Básica.

Palabras clave: Docentes, Satisfacción en el trabajo, Enfermedad, Educación física.

INTRODUCTION

Pedagogical performance is characterized by several factors, including personal and professional aspects, which are related to the work demand (Fortes & Nacarato, 2020). Thus, the teaching career is configured as an evolutionary

RESUMO

O processo evolutivo da trajetória da carreira docente é caracterizado por fatores que podem interferir na qualidade de vida e na satisfação no trabalho. Assim, o objetivo deste estudo foi correlacionar a Satisfação no Trabalho e a Síndrome de Burnout de professores de Educação Física da Educação Básica. Participaram 59 professores de Educação Física vinculados às redes municipal e estadual e atuantes na cidade de Arapongas – Paraná – Brasil. Os instrumentos para coleta de dados foram: questionário sociodemográfico, Escala de Avaliação da Qualidade de Vida no Trabalho Percebida por Professores de Educação Física e a Escala de Caracterização do Burnout. Para análise de dados, empregou-se os testes de qui-quadrado, de correlação de Spearman e de Friedman. Identificou-se o perfil de docentes de uma cidade de médio a grande porte, o qual revelou ser em sua maioria: mulheres, pós-graduadas, vinculadas ao município, atuantes no Ensino Fundamental I, que não lecionavam em zona de risco, possuíam companheiro, apresentavam entre 11 a 20 anos de carreira, atuavam para 8 turmas ou mais, trabalhavam mais de 21 horas por semana e tinham até 39 anos de idade. Também foi constatado que as dimensões de Exaustão Emocional da Síndrome de Burnout e Relevância Social e Integração Social da Satisfação no Trabalho são determinantes nos seus respectivos modelos. Destaca-se que o endereço social desta pesquisa, é caracterizado como um bom indicador para compreender o perfil dos professores e das correlações existentes nos constructos de Satisfação no Trabalho e da Síndrome de Burnout em professores de Educação Física da Educação Básica.

Palavras chave: Docentes, Satisfação no trabalho, Doença, Educação Física.

process that can undergo changes throughout the trajectory according to the practice and time of exercise of the profession, constituting the varied experiences of this profession (Guisso & Guesser, 2019).

Therefore, reflections on professional life and job satisfaction are relevant. In fact, job satisfaction can be defined as an emotional condition that results from the interaction of professionals according to their personal characteristics, values and expectations with the work environment and organization, and which can influence the worker's perception of well-being and quality of life (Atmaca et al., 2020).

In addition, Job Satisfaction is a consequence of particular assessments regarding professional aspects (Nascimento et al., 2021). The domains that can assist in this work evaluation process are: remuneration, working conditions, balance of time dedicated to work and leisure, career progression, labor laws and regulations, relevance of work, autonomy at work and social integration at work (Walton, 1973).

The level of job satisfaction can interfere in the teaching career, as the profession is characterized as an unstable process, which leads teachers to adapt to new strategies throughout their career, considering the demands of society (Dalcin & Carlotto, 2018; Nascimento et al., 2021). It is clear that digital transformations have brought improvements, such as the advancement of technological development, which has enabled countless resources and advances in society. However, with the changes and intensification of work, the impacts on worker health have become more likely, triggering occupational diseases (Saloviita & Pakarinen, 2021).

Burnout syndrome is an example of a pathology that affects workers' health. The disease is characterized by chronic stress and develops in work environments characterized by excessive pressure, conflicts and that do not offer sufficient rewards, recognition or gratification (Dalcin & Carlotto, 2018; Santana et al., 2021).

Its particularities include giving up the profession, loss of energy, fatigue, tiredness,

exhaustion, boredom, inflexibility, irritability and rigidity (Saloviita & Pakarinen, 2021). Burnout Syndrome has three dimensions: emotional exhaustion (lack of energy and feeling of exhaustion), dehumanization (distancing and development of negative attitudes) and disappointment at work (feeling of failure and incompetence) (Tamayo & Tróccoli, 2009).

When analyzing teaching work, the propensity to develop burnout becomes evident. Burnout Syndrome arises from the divergence between the reality of school life and the ideals that the teacher believes he or she will encounter (Santana et al., 2021). It is worth noting that some studies on physical education teachers have shown that this teaching category seems to be more exposed to Burnout Syndrome (Dalcin & Carlotto, 2018; Saloviita & Pakarinen, 2021).

In fact, teaching work through the physical education discipline has some particularities when compared to other school components. Among these specificities, the lack of materials and infrastructure necessary for developing classes, the high number of students per class, excessive workload, and lack of professional recognition and appreciation (Oliveira et al., 2018) stand out.

Therefore, based on the above, it is important to investigate how Job Satisfaction and aspects linked to Burnout Syndrome are related in physical education teachers. In this sense, the objective of this study was to correlate Job Satisfaction and Burnout Syndrome in Physical Education teachers who worked in basic education.

METHODS

Participants and process

The study presented the results of a field research with descriptive characteristics, cross-section and quantitative approach. The sample consisted of 59 physical education teachers who worked in the city of Arapongas, located in the north of the state of Paraná - Brazil. The participants were chosen according to their acceptance to participate in the research, since all teachers working in the physical education discipline, in the state and municipal networks of the city of Arapongas were invited to collaborate in the research. It is noteworthy that, according to the last census carried out by the Brazilian Institute of Geography and Statistics in 2010, the city had a Human Development Index (HDI) of 0.748, being considered an average classification (0.500-0.799). Still in 2010, Arapongas had 104,150 inhabitants and the estimate for the year 2020, according to the IBGE, was 124,810 individuals, which characterizes it as a medium to large municipality. Its population is mainly made up of Italian, Japanese and Slavic immigrants, and the economy is based on agriculture and the furniture industry. The city of Arapongas is considered the furniture industry highlight in the state of Paraná, Brazil. It should be noted that the research was approved by the Human Research Ethics Committee of the State University of Londrina (CAAE: 17059819.0.0000.5231).

Variables and instruments

Data collection took place during 2019 at the schools where the teachers work, through a previously scheduled time for the teachers to meet during the activity hour, when the professional can plan classes, correct activities, and perform other tasks. Three instruments were used for data collection: a sociodemographic questionnaire, the "Quality of Work Life Assessment Scale Perceived by Physical

Education Teachers" (QVT-PEF) (Both et al., 2006), and the "Burnout Characterization Scale" (ECB) (Tamayo & Tróccoli, 2009). The sociodemographic questionnaire was used to characterize the sample. For this purpose, the following information was requested: gender, main employment relationship, workload, marital status, academic background, multiple professional jobs, work at which level of basic education, school in a risk zone, professional development cycle, and number of classes.

It is worth noting that the questionnaire "Quality of Life at Work Assessment Scale Perceived by Physical Education Teachers" (QVT-PEF) (Both et al., 2006) seeks to assess the quality of life at work considering the level of satisfaction in the work environment. The instrument consists of 34 questions distributed in eight dimensions, which are: Remuneration; Working Conditions; Autonomy at Work; Career Progression; Social Integration; Labor Laws and Regulations; Work and Total Living Space; and Social Relevance of Work. To answer the questionnaire, the participant is asked to state his/her opinion considering the Likert scale, in which the concept "1" corresponds to "I totally disagree" and the concept "7" is equivalent to "I totally agree". It is important to note that the overall internal consistency of the instrument was 0.9482, which is considered excellent according to the cuts established by Hill & Hill (2000).

The "Burnout Characterization Scale" (ECB) (Tamayo & Tróccoli, 2009) aims to assess Burnout Syndrome. The instrument is organized into 35 questions distributed across three dimensions: Dehumanization, Disappointment at Work and Emotional Exhaustion. In this questionnaire, the participant must answer the items considering a five-point Likert scale, in which the concept "1" is equivalent to "never" and the concept "5" is compatible with "always". It is noteworthy that the internal consistency of the construct

dimensions, measured by Cronbach's alpha test, were satisfactory: Emotional Exhaustion was 0.93; Dehumanization presented 0.84; Disappointment at Work was 0.90.

Statistical analysis

For data analysis, data distribution was initially performed using the Kolmogorov-Smirnov test. When the data were not normally distributed, the Chi-square test for a single group with equivalent proportions was used to assess sociodemographic variables; the Friedman test was used to compare the dimensions of the Job Satisfaction and Burnout Syndrome constructs, and the Spearman correlation test was used to assess the correlation between the Burnout Syndrome and Job Satisfaction constructs. The statistical program used for data analysis was the Statistical Package for the Social Sciences (SPSS) version 20.0. It is worth noting that the Dunn's Multiple Comparison post hoc test was used to assess the results of the Friedman test in detail. The significance level adopted in the statistical analyses was 95% ($p < 0.05$). Finally, the adaptation

of the cut-off points indicated by Mitra & Lankford (1999) were considered for the analysis of the correlation indices, which are: 0.00 to 0.19 – very weak correlation; 0.20 to 0.39 – weak correlation; 0.40 to 0.59 – moderate correlation; 0.60 to 0.79 – strong correlation; 0.80 to 1.00 – very strong correlation.

RESULTS

In the evaluation of sociodemographic data, it was possible to identify that the majority of teachers participating in the research reported: being a woman (62.7%), having a postgraduate degree (88.1%), having an employment relationship with the municipality (67.8%), working in Elementary School - Initial Years (69.5%), not teaching in a risk zone (76.3%), having a partner (67.8%), having between 11 and 20 years of teaching experience in Physical Education (64.2%), teaching classes for 8 or more classes (64.4%), working more than 21 hours per week (66.1%), being up to 39 years old (64.4%) (Table 1).

Table 1

Sociodemographic profile of Physical Education teachers.

Variables	Categories	N (%)	P*
Sex	Male	22 (37,3)	0,050
	Female	37 (62,7)	
Academic Background	Undergraduate	7 (11,9)	<0,001
	Graduate	52 (88,1)	
Main Employment Relationship	State	19 (32,2)	0,006
Professional Multi-employment	No	35 (59,3)	0,152
	Yes	24 (40,7)	
Class in Early Childhood Education	Yes	27 (45,8)	0,515
	No	32 (54,2)	
Elementary School Classroom - Initial Years	Yes	41 (69,5)	0,003
	No	18 (30,5)	
Class in Elementary School Final Years	Yes	20 (33,9)	0,013
	No	39 (66,1)	
High School Class	Yes	21 (35,6)	0,027
	No	38 (64,4)	
School in Risk Zone	No	45 (76,3)	<0,001
	Yes	14 (23,7)	
Marital status	Married	40 (67,8)	0,006
	Single	19 (37,2)	
Professional Development Cycles	Up to 10 years	17 (28,8)	0,002
	11 to 20 years	32 (64,2)	
	21 years or more	10(16,9)	
Workload	Up to 20 hours	20 (33,9)	0,013
	21 hours or more	39 (66,1)	
Number of Classes	Up to 7 classes	21 (35,6)	0,027
	8 classes or more	38 (64,4)	
Age Range	Up to 39 years	38 (64,4)	0,027
	40 years or more	21 (35,6)	

*Probability estimated by the chi-square test for a single group with equivalent proportions.

Source: Prepared by the authors, based on the results of the analyses, 2021.

When evaluating the Job Satisfaction construct, it was evident that the indexes related to the dimensions: Remuneration, Working Conditions, Integration at Work, Work and Total Living Space presented the lowest scores. It is noteworthy that the Work and Total Living Space dimension presented significant differences with all the other dimensions and thus proved to be a delimiting variable of the level of satisfaction and dissatisfaction of teachers. On the other hand, the

dimensions of Autonomy at Work, Laws and Standards at Work, Social Relevance of Work and Career Progression demonstrated the highest satisfaction rates. These results positively influenced the overall evaluation of Job Satisfaction. Regarding Burnout Syndrome, it was observed that Emotional Exhaustion denoted the highest index when compared to the dimensions Dehumanization and Disappointment at Work (Table 2).

Table 2

Assessment of Job Satisfaction and Burnout Syndrome constructs among Physical Education teachers.

Constructs	Median (Q1-Q3)	P*
Job Satisfaction		<0,001
1.Remuneration	-16,67 (-41,67;16,67) 3/4/5/6/7/8/9	
2.Working conditions	5,56 (-16,67;33,33) 4/5/6/7/8/9	
3.Work Integration	13,33 (-13,33;40,00) 1/5/6/7/8/9	
4.Work and Total Living Space	33,33 (-33,33;66,67) 1/2/3	
5.Autonomy at Work	33,33 (16,67;61,11) 1/2/3	
6.Laws and Regulations at Work	41,67 (8,33;66,67) 1/2/3/4	
7.Social Relevance of Work	44,44 (11,11;77,78) 1/2/3	
8.Career Progression	50,00 (25,00;66,67) 1/2/3	
9.Overall Assessment	37,50 (12,50;75,00) 1/2/3	
Burnout Syndrome		<0,001
1.Emotional Exhaustion	2,25 (1,50;2,83) 2/3	
2.Dehumanization	1,90 (1,40;2,30) 1	
3.Job Disappointment	1,62 (1,31;2,23) 1	

*Probability estimated by the Friedman test.

Source: Prepared by the authors, based on the results of the analyses, 2020.

When correlating the Job Satisfaction construct (Table 3), a strong correlation was observed between the overall assessment and the dimensions of Working Conditions ($r=0.658$), Autonomy at Work ($r=0.779$), Integration at Work ($r=0.688$), Laws and Regulations at Work ($r=0.698$) and Social Relevance at Work ($r=0.738$). On the other hand, the dimensions of Remuneration ($r=0.447$) and Career Progression ($r=0.536$) showed a moderate correlation with the overall assessment. It is worth noting that

Remuneration showed the lowest correlation scores when crossed with the other dimensions and with the overall assessment of the construct. However, Social Relevance at Work and Social Integration at Work showed the highest number of strong correlations with the other dimensions of the construct. Furthermore, the dimensions of Laws and Regulations at Work and Work and Total Living Space demonstrated a greater number of moderate correlations with the other dimensions of the Job Satisfaction construct (Table 3).

Table 3

Correlation of the Job Satisfaction construct.

Job Satisfaction	1	2	3	4	5	6	7	8	9
1.Remuneration	-								
2.Working conditions	0,361*	-							
3.Autonomy at Work	0,075	0,595*	-						
4.Career Progression	0,146	0,203	0,426*	-					
5.Work Integration	0,109	0,600*	0,751*	0,295*	-				
6.Laws and Regulations at Work	0,215	0,475*	0,547*	0,591*	0,527*	-			
7.Work and Leisure	0,171	0,256*	0,410*	0,204	0,442*	0,312*	-		
8.Social Relevance at Work	0,179	0,609*	0,683*	0,507*	0,683*	0,721*	0,398*	-	
9.Overall Assessment	0,447*	0,658*	0,779*	0,536*	0,688*	0,698*	0,511*	0,738*	-

*p<0.05 - Probability estimated by Spearman's correlation test

Source: Prepared by the author, based on the results of the analyses, 2020.

Regarding the Burnout Syndrome construct (Table 4), a very strong correlation was observed between the dimensions Emotional Exhaustion and Disappointment at Work (r=0.820). A strong correlation was observed between the

dimensions Emotional Exhaustion and Dehumanization (r=0.602). Finally, a moderate correlation was observed between the dimensions Dehumanization and Disappointment at Work (r=0.519).

Table 4

Correlation of the Burnout Syndrome construct.

Burnout Syndrome	1	2	3
1.Emotional Exhaustion	-		
2.Dehumanization	0,602*	-	
3.Disappointment at Work	0,820*	0,519*	-

*p<0.05 - Probability estimated by Spearman's correlation test.

Source: Prepared by the author, based on the results of the analyses, 2020.

When correlating the constructs of Job Satisfaction and Burnout Syndrome (Table 5), it was found that the dimensions of Burnout Syndrome showed a moderate correlation with the overall assessment of job satisfaction, with the Emotional Exhaustion dimension (r=0.562) showing the highest correlation index. In addition, in general, the Emotional Exhaustion dimension showed the highest moderate correspondence indexes with most of the dimensions of the Job Satisfaction construct: Working Conditions (r=0.500), Autonomy at Work (r=0.558), Career Progression (r=0.484), Integration at Work (r=0.544), Laws and Regulations at Work (r=0.433), Work Total Living

Space (r=0.518), Social Relevance at Work (r=0.474), when compared with the other dimensions of Burnout Syndrome. It should be noted that the Remuneration dimension did not present a significant correlation with the dimensions of Burnout Syndrome.

When considering the objective of the study, which was to evaluate the level of correlation between the constructs of Job Satisfaction and Burnout Syndrome, it was generally observed that Remuneration was inconsistent with the other dimensions of Job Satisfaction, as it did not show correlations with the other dimensions of the construct. Regarding Burnout Syndrome, the

Emotional Exhaustion dimension was decisive in the construct, as it demonstrated greater correlations with the dimensions of Job Satisfaction.

The Dehumanization dimension showed a weak correlation with the dimensions of Work and Total Living Space ($r=0.369$) and Social Relevance at Work ($r=0.385$). On the other hand, the dimensions: Working Conditions ($r=0.457$), Autonomy at Work ($r=0.537$) and Integration at

Work ($r=0.542$) of the Job Satisfaction construct showed moderate correlations. In addition, the Disappointment at Work dimension showed a weak correlation with Working Conditions ($r=0.344$) and Labor Standards Laws ($r=0.362$). The other dimensions of the Job Satisfaction construct presented moderate correlations, which were: Autonomy at Work ($r=0.485$), Career Progression ($r=0.559$), Integration at Work ($r=0.463$), Work and Total Living Space ($r=0.478$) and Social Relevance at Work ($r=0.453$) (Table 5).

Table 5

Correlation between the constructs of Job Satisfaction and Burnout Syndrome.

Variables	Emotional Exhaustion	Dehumanization	Disappointment at Work
Remuneration	-0,156	-0,035	-0,049
Working conditions	-0,500*	-0,457*	-0,344*
Autonomy at Work	-0,558*	-0,537*	-0,485*
Career Progression	-0,484*	-0,230	-0,559*
Work Integration	0,544*	-0,542*	-0,463*
Laws and Regulations at Work	-0,433*	-0,255	-0,362*
Work and Leisure	-0,518*	-0,369*	-0,478*
Social Relevance at Work	-0,474*	-0,385*	-0,453*
Overall Assessment	-0,562*	-0,458*	-0,454*

* $p<0.05$ - Probability estimated by Spearman's correlation test

Source: Prepared by the author, based on the results of the analyses, 2020.

DISCUSSION

When analyzing the profile of the teachers participating in this study, it was observed that the majority of teachers were female. This evidence can be explained by the devaluation of teachers in Brazil, especially from the 19th century onwards, due to low pay and aversion to teaching, which resulted in many men leaving the profession. On the other hand, through the absence of teachers, space was opened for women to exercise public life, and in return they had to accept the unfavorable working conditions (Souza & Melo, 2018).

Furthermore, teachers reported having completed graduate studies, which demonstrates investment in knowledge from continuing education (Freits et al., 2017). Teachers who invest in continuing education tend to produce deeper reflections on pedagogical practice, on their classes and are sometimes able to transform professional aspects (Trebien et al., 2020). Completing graduate studies can provide progression and career advancement, which positively interferes with the increase in fees. Thus, it is possible to affirm that continuing education contributes to the qualitative

transformation of professional performance and greater teacher appreciation (Lidoino et al., 2020).

The explanation for the greater number of teachers coming from the municipality can be found in the number of municipal schools and students enrolled in these institutions in the region investigated, which leads to a greater need to hire professionals and, consequently, a higher percentage of teachers. Therefore, it is possible to state that teachers work mostly with younger students, in the initial years of elementary school, which is the responsibility of the municipalities, and therefore, they teach little or not at all in the final years of elementary school and high school. Furthermore, municipalities currently have more forms of professional insertion compared to the state, which has not held public school hirings in recent years (Matijascic, 2017).

It is worth noting that Araongas is a medium to large municipality located in the north of the state of Paraná. The size of the social address is a differentiating factor in the analysis of the results, since municipalities with this characteristic do not have, for example, many risk or peripheral areas. Thus, the profile of teachers is delimited according to the region and reality in which they are inserted. These considerations may justify the evidence found in the study that most of the participating teachers do not work in risk areas. In addition, most of the municipal schools are located in central regions, and the majority of the sample of this study works in Elementary School - Initial Years, which is the responsibility of the municipal government.

It was found that the largest percentage of teachers work in 8 or more classes. This result is a consequence of the lack of public school hiring teachers by both the state of Paraná and the municipality of Araongas. In addition, the high number of teachers in the process of retiring

overloads the demands of public governments. Thus, the need for teachers to increase their workload and, consequently, the number of classes is intensified (Seki et al., 2017).

When analyzing the Job Satisfaction construct, it was identified that teachers demonstrated greater dissatisfaction with the dimensions of Remuneration, Working Conditions and Work Integration. Corroborating these results, studies in the Brazilian reality (Nascimento et al., 2016), in Qatar (Al-Mohannadi & Capel, 2007) and in Spain (Munoz-Mendez et al., 2017), found similar evidence.

It is possible to confirm that dissatisfaction is centered on issues regarding remuneration and working conditions. This is because, in theory, teachers' salaries should be based on professional qualifications, following the career plan, which, consequently, should propose better remuneration through professional advancements and investments, as well as assuming administrative positions (Toropova et al., 2021). In addition, labor reforms and government attacks are conditions that corroborate teachers' job dissatisfaction, since these measures intervene in pedagogical and didactic autonomy, and consequently, decrease Job Satisfaction (Lopes & Oliveira, 2020; Sandoval et al., 2021).

Professional and salary development is impacted by the lack of appreciation for the teaching career from public agencies, which do not encourage professionals and do not understand the social importance of teachers, which leads to neglect of the career by teachers and even abandonment of the profession (Atmaca et al., 2020; Lopes & Oliveira, 2020; Abós et al., 2021). By valuing the profession, it is possible to optimize the teaching and learning process by hiring better teachers, which motivates and satisfies professionals (Toropova et al., 2021). In

this sense, the conditions of the work environment are weaknesses that can worsen the mental and physical health of teachers, as well as their quality of life, and can cause occupational diseases, such as Burnout Syndrome (Lopes & Oliveira, 2020; Abós et al., 2021; Lopes & Ferrés, 2019).

The dimensions of Autonomy at Work, Laws and Regulations at Work, Social Relevance of Work and Career Progression were those that revealed the best satisfaction rates. These factors are related to the future opportunity for growth and professional security, stability, rights and duties, understanding of the importance of work (worker self-esteem), in addition to the opportunity to use human capabilities (Guimarães et al., 2020).

Furthermore, as evidenced in the sociodemographic characteristics, most of the teachers participating in the study were between 11 and 20 years into their careers, and were classified in the Career Affirmation and Diversification stage, according to the Professional Development Cycles (Farias et al., 2018). This phase is configured as the period of confirmation of stabilization of professional skills and, also, of confirmation of teaching actions.

The characteristics of this stage permeate the domain of the school routine, as well as aspects related to the profession (Farias et al., 2018). In this way, it is possible to justify the high levels of Job Satisfaction, such as in the dimensions: Career Progression, Social Relevance of Work, Autonomy at Work and Laws and Regulations at Work, since the understanding and comprehension of the routine and bureaucratic processes of work promote greater experience and stability for the teacher and, consequently, provide greater satisfaction with the profession (Nascimento et al., 2016).

Regarding the dimension of Autonomy at Work, an influence on the levels of Job Satisfaction was identified. This can be explained because, by presenting greater levels of freedom in professional actions, it can provide potential in personal and professional behavior, and thus, tends to promote good indicators in physical and mental health and quality of life (Lopes & Oliveira, 2020).

The dimensions of Laws and Regulations at Work and Progression at Work were related to each other. In the civil service, public examinations promote professional stability, effectiveness and the possibility of career advancement through continuing education, which are characteristics of these two dimensions and which can also provide higher levels of Job Satisfaction (Nascimento et al., 2016). Regarding Social Relevance at Work, as demonstrated in other studies (Nascimento et al., 2016; Gesser et al., 2019), teachers with longer experience were more satisfied with the dimension, due to the social and professional appreciation of the profession.

In the analysis of the Burnout Syndrome construct, Emotional Exhaustion was the dimension that presented itself as the main factor of concern, as it is considered the first stage of the disease and the gateway to weaknesses in the other dimensions (Han et al., 2020). Likewise, it tends to be the main response to work stressors (Lee et al., 2019), which causes effects of organizational and individual demands. Furthermore, characteristics presented by the sample of this study, such as: high number of classes, working more than 21 hours per week and working between 11 and 20 years in the area of Physical Education teaching, were important indicators for recognizing Emotional Exhaustion (Prado et al., 2017).

In the correlation analysis of the dimensions of Job Satisfaction, especially the dimensions that presented the greatest correlation with the overall assessment (Working Conditions, Autonomy at Work, Integration at Work, Laws and Regulations at Work, and Social Relevance at Work), it was highlighted that teachers from the same city, with the same employment relationship and workload can earn the same salary. However, some variables can be fundamental for changes in Job Satisfaction rates. After all, working conditions, the level of quality of life, as well as the reality in which the teacher is inserted are capable of transforming circumstances and can influence job satisfaction (Lopes & Oliveira, 2020).

The dimensions of Social Relevance and Autonomy at Work reported a strong correlation with the Global Assessment of Job Satisfaction, which can be explained by the characteristics of these two dimensions that are understood by the social and professional appreciation of the profession and control over professional decisions, respectively (Gesser et al., 2019). The dimensions in question, evaluated positively, contribute to higher levels of Job Satisfaction, as they improve productivity, professional dedication, quality of service and stimulate motivation (Kengatharan, 2020).

Furthermore, Social Integration in the Work Organization showed strong correlations with the dimensions of Working Conditions and Autonomy at Work of the Job Satisfaction construct. These results are associated with the fact that Social Integration reports aspects of personal relationships at work. Thus, through better working conditions and higher levels of professional autonomy, it is possible to have greater closeness in interpersonal relationships. It is worth noting that there are some spaces that can optimize the relationships of Social Integration with the other dimensions of the Job

Satisfaction construct, such as support groups, which seek equality and absence of prejudice (Toropova et al., 2021).

The Social Relevance dimension showed strong correlations with the dimensions: Working Conditions, Autonomy at Work, Integration at Work and Laws and Regulations at Work. This evidence can be clarified because Social Relevance is understood as the dimension of professional appreciation and, also, the responsibility of the employer (State of Paraná and Municipality of Arapongas) towards the employee and society (Oliveira et al., 2017) and Working Conditions, Autonomy at Work, Integration at Work and Laws and Regulations at Work influence Social Relevance (professional appreciation) and thus, contribute to Job Satisfaction (Sandoval et al., 2021).

When verifying the results of the correlation of the Burnout Syndrome construct, it was identified that Emotional Exhaustion presented a very strong correlation with Disappointment at Work. This result explains the relationship between the feeling of mental and emotional exhaustion and the development of stress, which causes an impact on work, leading to feelings of incompetence and/or dissatisfaction (Atmaca et al., 2020; Lee et al., 2019), characteristics of the Disappointment at Work dimension.

Another piece of evidence was the strong correlation between Emotional Exhaustion and Dehumanization. Through the feeling of exhaustion, which is a characteristic of the Emotional Exhaustion dimension, teachers may feel more distant from professional relationships, which generates indifference for those involved in the teaching and learning process (Saloviita & Pakarinen, 2021; Santana et al., 2021; Boujut et al., 2016) and may lead to higher rates of Dehumanization.

The correlation between the dimensions of the constructs that presented a moderate correlation was that of Dehumanization with Disappointment at Work, which shows the lowest score of the relationship of Burnout Syndrome, that is, the higher percentage of one of the dimensions does not necessarily imply an increase in the other. The Dehumanization dimension is more related to feelings of distance and negative attitudes towards those involved in the work environment and the Disappointment at Work dimension is linked to the feeling of low self-esteem and incapacity (Atmaca et al., 2020). The data demonstrate that the moderate correlation does not mean that these dimensions are not related, only that they were not as intense as the other correlations mentioned above.

Finally, in the analysis of the correlation between the constructs of Job Satisfaction and Burnout Syndrome, Remuneration appeared as a separate characteristic and did not correlate with the other dimensions. This is because low salary bonuses may not be a condition for situations of stress, occupational diseases or Burnout Syndrome. Remuneration is not capable of causing illness or mental health, however, it is a factor that accompanies the most varied situations experienced by teachers (Santini, 2004). Thus, it appears as an independent dimension, perceived as a form of compensation or bonus, which is not directly associated with Burnout Syndrome, in addition to not being one of the causes of exhaustion (Santini & Molina, 2005).

The dimension of Laws and Regulations at Work did not present a significant correlation with Dehumanization, after all, the latter is associated with negative aspects, feelings and attitudes towards people involved in the professional environment (Tamayo & Tróccoli, 2009). Since the participants in this study are linked to the public service, the current legislation

protects all professionals, without exception. In this sense, it is possible that through this indicator, there was no significant correlation between these two dimensions.

Regarding Burnout Syndrome, the Emotional Exhaustion dimension presented higher correspondence rates for the Job Satisfaction construct when compared to the Dehumanization and Disappointment at Work dimensions, as it presents itself as a fundamental trait, more representative and more consistent factor of Burnout Syndrome (Atmaca et al., 2020; Santana et al., 2021).

Thus, as Emotional Exhaustion is conceived as a direct result of stress and the main factor of Burnout Syndrome (Saloviita & Pakarinen, 2021), it has a direct relationship and influence on the teacher's pedagogical practice and, consequently, on the dimensions of Job Satisfaction. Through these influences, it is possible for the individual to feel less satisfied at work and present higher rates of Burnout Syndrome (Tamayo & Tróccoli, 2009; Boujut et al., 2016).

CONCLUSION

When considering the results of the investigation, it was possible to identify that there is a correlation between the constructs of Job Satisfaction and Burnout Syndrome. It is noteworthy that in addition to identifying the profile of teachers in a medium to large city, it was found that the dimensions of Emotional Exhaustion, in the construct of Burnout Syndrome, and Social Relevance and Social Integration in the construct of Job Satisfaction are determinants in their respective models.

Specifically, among the dimensions of the Job Satisfaction construct, the dimensions of Social Relevance and Social Integration were

presented as guidelines for the construction of good Job Satisfaction indexes, because they contribute to achieving higher levels of Job Satisfaction, after all, they favor the quality of service, productivity, professional dedication and motivation.

The evidence showed that Remuneration is not a determining factor for acquiring Burnout Syndrome, as it was the most out of tune dimension of Job Satisfaction, which indicates that the fees received do not interfere with feelings of motivation or professional exhaustion. Thus, it is identified that the high salary bonus does not interfere in the overall assessment of Job Satisfaction, as Remuneration is not directly associated with Burnout Syndrome, in addition to not being one of the causes of exhaustion for the group investigated.

Regarding the Burnout construct, Emotional Exhaustion stood out, with a very strong correlation with Disappointment at Work and a strong correlation with Dehumanization. As it is considered the main trait of Burnout Syndrome, Emotional Exhaustion is the fundamental factor for the development of the disease, as well as being more associated with stress and with the dimensions of the Burnout Syndrome construct.

In addition, when associating the constructs of Job Satisfaction and Burnout Syndrome, Emotional Exhaustion was the dimension that presented the highest correlations between the constructs. In contrast, the dimension of Burnout Syndrome that presented the lowest correlation

scores was Dehumanization, as it is related to negative attitudes and feelings of distance between teachers and those involved in the teaching and learning process, whether they are students, parents, or other employees of the educational institution.

It is worth noting that the social address of this research, a medium to large city, is characterized as a good indicator for understanding the profile of teachers and the correlations existing in the constructs of Job Satisfaction and Burnout Syndrome in Physical Education teachers of Basic Education. Arapongas, the municipality in question, located in the north of the State of Paraná, presents particularities, as it does not have a high number of educational institutions, and, consequently, the number of Physical Education teachers is also low.

Finally, it is important to conduct further studies so that other realities can be understood, in order to contribute to enhancing Job Satisfaction and reducing Burnout Syndrome rates. After all, through scientific evidence it is possible to demonstrate to the population and governments that actions can be organized with the aim of benefiting not only the working conditions, appreciation and remuneration of teachers, but also to collaborate in improving the teaching and learning process, as well as to enhance improvements in the quality of life of teachers.

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Received: 01-07-2022

Accepted: 18-11-2022



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