54 - LABOR CONDITIONS AND LABOR SATISFACTION OF PHYSICAL EDUCATION TEACHERS

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Introduction

In this work we study the quality of life of 287 teachers of Physical Education, both gender, between 21 and more than 60 years, who work in different places of Buenos Aires Conurban and Buenos Aires City , to know their work conditions and level of labor satisfaction. This research project was developed between 2005 - 2006 in the context of the National Program of Incentives for researchers-professors of the National Ministry of Education and in it have worked researches from the Quality of Life Research Program of the Social Sciences Faculty, Lomas de Zamora National University and from the Physical Education career, of La Matanza University. We use the theoretical view of Quality of Life witch remits to the material environment and the psycho social environment , being defined as a concept witch implies two axis : the objective and the subjective (Tonon, 2003).

We will say that the relation between the two concepts: Physical Education and Quality of Life

forms an interdisciplinary and multidimensional view to take into account for the daily putting in motion of teachers of the area and it is for that, that we also study the measurement of the quality of life of this population. This article presents the first conclusions that come out from the data analysis and try to explain them in their context of development.

Physical Education, quality of life and labor satisfaction

The development of the present research project makes it necessary to define some key concepts such as: Physical Education, physical activity, quality of life, health, life satisfaction and employee conditions.

In the case of Devis and Devis, Martinez Moya and Villamón Herrera (2002, p. 149) the authors define Physical Education as a profession and as part of the culture witch contains assumptions, definitions and values in relation with the objectives that it wants to reach with time. We will say:

"... we consider Physical Education as a discipline in the stage of consolidation of its identity that supposed the objectives of general education, using the movement to reach it. It results from a social construction that has not yet reach consensus about its object of study, to witch interior, we can see groups that support different types of paradigm related to the professional practice " (Toscano, 2005, p. 325)

It is for this reason that Physical Education constitutes a fundamental element of education, being essential part of the formation process, contributing and in some cases to improve health, generating the possibility to use in a healthy way the leisure time, helping the social relations and helping, in this way, the harmonic development and the integral formation of the human being.

According to Sánchez Bañuelos (1986, p. 29), the spaces of realization of the physical activity related to labor , domestic labor, physical education in educational systems, the physical activities related to the leisure (sports, motor plays, dance and so on). This type of life will bring the subjects to the reaching of a mental and physical well fare and this is related to the dietetics applied by Hipócrates, witch final aim was to obtain a equilibrated health, that is to say, " a state of health equilibrium ". In this sense, we define health as a right for every body, as a social and political problem that must be assumed by the government and the community jointly.

Now, to relate these concepts to the physical activity, it is important to point out that the Calvert-Henderson Scale of Quality of Life indicators (2000) includes physical activity and sportive practice as quality of life indicators. Also Gullone and Cummins (2004, p 5) point out the importance of putting in context the quality of life measurements analysis, when you do interpretation of the results from these measurements for each subject. Positive health states are associated with a correct life style, considering the life style as the group of behavior patterns witch characterized the general way of living of a subject or a group. In this way, life style and quality of life conform themselves as associated concepts. For all these, we want to establish the existent relation among the concepts of physical activity-health-quality of life, because we think they conform an interdisciplinary and many sided view to take into account for the daily work of Physical Education teachers.

By the end of the '80s, it was established the difference between quality of life and social welfare, representing the latest, the material conditions of quality of life that one can objectively observe. In this way and as a multidimensional concept, quality of life can be considered as the perception each subject has of his position in his social-political-economic-cultural development

Context, in relation with the living of his own health, his emotional state, his independence level and security, his social and personal relationships, his achievements and expectations for life (Toscano, 2005, 36).

As our study is based in the labor satisfaction of Physical Education teachers, it is necessary to define what we understand as life satisfaction. Life satisfaction is a concept related to the evaluation each subject has about his/her life in general. In this sense, " life " is considered as all the areas that form a person life in a determined moment (Dienner et al, 2005, p. 3). Labor satisfaction is one of the most classical indicators when you want to know the general attitude people has towards his labor life.

Objectives

a. Determine the measurement of quality of life of Physical education teachers who work in different geographical zones of the Buenos Aires Conurban and Buenos Aires City, during 2005.

b. Identify characteristics and particularities in the different labor conditions of the studied subjects in relation with their labor satisfaction.

Method and techniques

The studied object was approach from the qualitative method. The information came from the use of a questionnaire that included the quality of life measurement (well-being index, Cummins 2001, translated by Tonon-Aguirre, 2002) and aspects referred to the labor conditions and labor satisfaction.

In this sense it is important to point out that the question about labor general satisfaction makes the person connect with the feeling of the moment, more than with a cognitive evaluation. Thus this questions is an estimate that makes necessary to re quest for the different domains in an specific way, to know how each of them contribute in a positive or negative way to the general state (Tonon, 2006, p. 26); for that it is contrasted with the concrete labor conditions. The data was treated in the statistical way, using the statistical program SPSS, version 11.0.

Discussion

We surveyed 287 Education teachers, selected by an aleatory way because they do not have a professional register, considering the geographical place where they work. The questionnaire was distributed by hand or by e-mail.

First, we present the well-being index application results that measures quality of life. The general measurements of the subjects is 80,2, superior to the international media and the Argentine media- with a survey done the same year witch measured 72,1 (Tonon, 2005). Cronbach Alpha is 0.86. The standard deviation is meaningful because it is between 1,22 (satisfaction with life as a whole) and 2,50 (satisfaction with social conditions).

From the survey, 59,36 % are male and 50,22 % is not even 30 years old.

	Media	Desv. Stand.
Satisfaction with Life as a whole	**8,02**	1,22
Satisfaction with Status of life	7,31	1,46
Satisfaction with Health	8,12	1,51
Satisfacción with achievements in life	8,15	1,23
Satisfacción with personal relationships	8,37	1,31
How safe you feel	7,83	1,68
Satisfaction with being parto f the community	7,13	1,77
Satisfaction with future security	6,15	1,96
Satisfaction with spiritual/religious believes	7,57	2,43
Satisfaction with partner	8,38	2,34
Satisfaction with family relations	8,35	1,56
Satisfaction with friends	8,69	1,42
Satisfaction with finantial security	6,22	1,76
Satisfaction with Life in Argentina	**5,78**	1,94
Satisfaction with the Economic situation in Argentina	4,29	2,12
Satisfaction with the Environment in Argentina	4,18	2,15
Satisfaction with social conditions in Argentina	3,57	2,50
Satisfacción with the government	4,58	2,03
Satisfacción with the possibility of doing bussines in Argentina	4,71	2,02
Satisfaction with nacional security	3,52	2,17
Satisfaction with government support for familias in Argentina	3,47	2,09
Satisfaction with employers support for familias in Argentina	3,96	2,02

Speaking about the characteristic of the group we studied, 59,8 % has permanent jobs, high percentage considering the labor flexibility in Argentina, 47,48 % works in the private field.

Considering the labor areas where the subjects work, 21 % work in primary school, 19 % work in clubs, 15,6 % work in secondary school , 8,7 % work at universities, 7,6 % work In Superior Formation Institutes (Physical Education Professorships) and 6,5 % work in the initial level. However it is important to point out meaningful differences concerning age: 32,8 % of people younger than 30 years old and up to 30 years, they work in clubs; 29 % are between 31 and 40 years old, working in primary school and a similar percentage works in secondary school; people of 51 up to 60 years old, 31,2 % work in secondary school and finally, those older of 60 years work in Superior Education.

Number of employees: here we can see a relation between age and number of employees too. People who is up to 30 years old have only on job in 31,5 %, people between 31 and 40 years they have ,in 40 % of the cases, three jobs; people between 41 and 50 years they have, in 40 % of the cases, two jobs. We could say that when starting the labor life, expectations is related with the increasing of jobs while after 50 years old, expectations are related with diminishing the number of jobs, although with more dedication hours in each job.

Weekly Labors hours. 42,9 % of people up to 30 years old work 20 hours weekly and 69,1 work Saturdays and Sundays. 36,3 % of people between 31 and 40 years, work more than 40 hours weekly and 65,4 % work Saturdays and Sundays. 39,2 % of people between 41 and 50 years work between 31 and 40 hours weekly and 47 % of them work Saturdays and Sundays. 75 % of people of more than 50 years work between 31 and more than 40 hours weekly. People between 51 and 60 years, 43,75 % of them work Saturdays and Sundays. Only one of the older than 60 years works on Saturday. We could say that while age increases, the percentage of people working during the weekend, diminish. But we could also assure that there is a relation in this profession that is "much age, more labor possibility ", situation that is not the same in other professions.

Labor Satisfaction Level. The mean of labor level of satisfaction (74,7) does not vary in relation with the specificity of labor conditions. Nevertheless it attracts attention the fact that subjects up to 30 years work, in a percentage of 70 %, on Saturdays and Sundays and while they are aging, they stop doing this. It is also interesting the fact that people with more than 20 years at work and more than 50 years old, they show a higher level of satisfaction than the mean

People older than 50 years, besides presenting a higher level satisfaction with their job, they have a higher level of satisfaction with life as a whole and with their achievements. At the same time, their satisfaction with economy is lower than the mean as their satisfaction with future security.

Gender difference: There are no meaningful differences in the quality of life variables, in answers concerning gender. It can only be observed a difference of no more than 0,5 in the answers given by males concerning satisfaction with national government, with the possibility of doing business here and the national security. However the satisfaction with life in Argentina is 57,6 for males and 57,9 for females; concerning life as a whole, females score 82,3 and males 79. There are differences of gender when we consider labor conditions: most of females (37,3 %) work up to 20 hours weekly; most of males (32,8 %) work more than 40 hours weekly. Most of males (27 %) have three jobs, most of females (36,3%) have two jobs. 42,2 % of females do not work during weekends and 33,3 % of males neither. Most of females (27,5 %) work in clubs, most of males work in EGB.

Conclusions

From the data analysis we conclude the following:

Differences concerning gender are observed in labor conditions considering most of females work less quantity of hours per week, have less jobs and in a higher percentage do not work during weekends. In relation with males, it is higher the number of females working in clubs and it is higher the number of males working in primary school, being meaningful that from the total of females working in clubs (39,3 %), 92,8 % is under 30 years, verifying a relation between age and work in clubs.

Concerning the level of satisfaction with work, even considering that the mean of satisfaction (74,7) does not vary in relation to the specificity of labor conditions, it attracts attention that subjects up to 30 years work, in 70 %, Saturdays and Sundays and, when they become older they stop doing this. How can we understand, then, that the level of satisfaction does not have meaningful variances concerning age? It is probably that this professional collective need " to have the illusion " that they are highly satisfied

It is interesting the fact that subjects of more than 20 years of work and more than 50 years have a level of labor satisfaction higher than the mean: could it be that most of the Physical Education teachers go from the work in the patio to an administrative/ directive job at this age ? We can observe too a difference with people older than 50 years, because they show a higher level of labor satisfaction and the same with their satisfaction with life as a whole and with their achievements, but their economic satisfaction in lower than the mean as it is their satisfaction with future security.

Finally we agreed with Sánchez Bañuelos when he says (1992, p. 3) that the Physical education is in the field of Education Sciences. This generates the need to generate points of union between the academic world and the university research and the teaching of the discipline (Devís and Devís, 1996, p. 58).

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LABOR CONDITIONS AND LABOR SATISFACTION PHYSICAL EDUCATION TEACHERS

Abstract

In this work we study the quality of life of 287 teachers of Physical Education, both gender, between 21 and more than 60 years, who work in different places of Buenos Aires Conurban and Buenos Aires City , to know their work conditions and level of labor satisfaction. This research project was developed between 2005 - 2006 in the context of the National Program of Incentives for researchers-professors of the National Ministry of Education and in it have worked researches from the Quality of Life Research Program of the Social Sciences Faculty, Lomas de Zamora National University and from the Physical Education career, of La Matanza University. We use the theoretical view of Quality of Life witch remits to the material environment and the psycho social environment , being defined as a concept witch implies two axis : the objective and the subjective (Tonon, 2003).

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forms an interdisciplinary and multidimensional view to take into account for the daily putting in motion of teachers of the area and it is for that, that we also study the measurement of the quality of life of this population. This article presents the first conclusions that come out from the data analysis and try to explain them in their context of development.

Key words: Physical Education- Quality of Life- Labor Satisfaction

CONDITIONS D'EMPLOI E SATISFACTION AVEC LE TRAVAIL DE PROFESSEURS D'EDUCATION PHYSIQUE

Résumé

Dans cet travail, nous faisons la recherche de la qualité de vie du professeurs d' Education Physique qui travaille dans différents lieus géographique du Conurban et dans la cité de Buenos Aires pour con naître leur conditions d'emploi comme leur niveaux de satisfaction avec le travail. Cet project de recherche est fait dans le Programme National des Stimulants pour professeurs- recherches du Programme de Recherche du Ministère d'Education de la nation. Dans cet project on a travaillé recherches de la Université Nationale de Lomas de Zamora et de la carrière d'Education Physique de la Université Nationale de La Matanza.

Palalvra Chave : Qualité de vie. Education Physique. Satisfaction avec le travail.

CONDIONES DE EMPLEO Y SATISFACCION LABORAL DE PROFESORES/AS DE EDUCACION FISICA

Resumen

En este trabajo, investigamos la calidad de vida de 287 profesores/as de Educación Física, de ambos sexos, de entre 21 y más de 60 años de edad, que desarrollan su actividad laboral en distintos lugares geográficos del Conurbano Bonaerense y Ciudad Autónoma de Buenos Aires, a fin de conocer sus condiciones de empleo y su nivel de satisfacción laboral. Este proyecto de investigación, se desarrolló durante el bienio 2005-2006 en el marco del Programa Nacional de Incentivos para docentes investigadores del Ministerio de Educación de la Nación y en el mismo se han desempeñado investigadores participantes del Programa de Investigación en Calidad de vida de la Facultad de Ciencias Sociales de la Universidad Nacional de Lomas de Zamora y de la Carrera de Educación Física de la Universidad Nacional de La Matanza. Para desarrollar el trabajo utilizamos el enfoque teórico de la calidad de vida que remite al estudio del entorno material (bienestar social) y el entorno psicosocial (bienestar psicológico), quedando definido como un concepto que implica dos ejes: el objetivo y el subjetivo (Tonon, 2003). Es así que diremos que la relación existente entre los conceptos: Educación Física y calidad de vida, conforma una mirada interdisciplinaria y multifacética a tener en cuenta para el accionar cotidiano de los docentes del área y es por eso que también estudiamos la medida de calidad de vida de la población bajo estudio. Este artículo presenta las primeras conclusiones que surgen del análisis de los datos e intenta explicarlas en su contexto de desarrollo.

Palabras clave. Educación Física, calidad de vida, satisfacción laboral.

CONDIÇÕES DE EMPREGO E SATISFAÇÃO TRABALHISTA DE PROFESSORES E PROFESSORAS DE EDUCAÇÃO FÍSICA

Resumo

Neste trabalho, investigamos a qualidade de vida de 287 professores e professoras de Educação Física, de ambos os sexos, de entre 21 e mais de 60 anos de idade, que desenvolvem sua atividade trabalhista em diferentes locais geográficos da Periferia Portenha e da Cidade Autônoma de Buenos Aires, a fim de conhecer suas condições de emprego e seu nível de satisfação trabalhista. Este projeto de investigação, desenvolveu-se durante o biênio 2005-2006 no marco do Programa Nacional de Incentivos para docentes investigadores do Ministerio de Educação da Nação e nele se desempenharam investigadores participantes do Programa de Investigação em Qualidade de vida da Faculdade de Ciências Sociais da Universidade Nacional de Lomas de Zamora e da Carreira de Educação Física da Universidade Nacional de La Matanza. Para desenvolver o trabalho utilizamos o enfoque teórico da qualidade de vida que remete ao estudo do entorno material (bem-estar social) e o entorno psicossocial (bem-estar psicológico), ficando assim definido como um conceito que implica dois eixos: o objetivo e o subjetivo (Tonon, 2003). É assim que podemos dizer que a relação que existe entre os conceitos: Educação Física e qualidade de vida, conforma um olhar interdisciplinar e multifacetado a ser levado em consideração para o acionamento cotidiano dos docentes da área e é por isso que também estudamos a medida de qualidade de vida da população pesquisada. Este artigo apresenta as primeiras conclusões que surgem da análise dos dados e tenta explicá-las em seu contexto de desenvolvimento.

Palavras chave. Educação Física, qualidade de vida, satisfação trabalhista.