75 - PROFESSIONAL SATISFACTION OF PHYSICAL EDUCATION TEACHERS

ALEXANDRA FOLLE ; MARIA ELIZETE POZZOBON
UNOCHAPECÓ/CHAPECÓ/SC/BRASIL
afolle_12@unochapeco.edu.br

INTRODUCTION

Among the factors influencing the consideration that the Physical Education constitutes a very motivating realm of knowledge in the school routine, the teacher is one of the most important factors, for he is the central element that will put into practice all the process. (MARTINS Jr, 2000).

Motivation and professional performance are interesting and conflicting subjects. They are immediately linked with the teaching quality in the school context. In this way,the professional satisfaction was pointed out as an extremely important factor that influences the pedagogical practice of teachers involved in educational improvement.

The professional motivation becomes, according to López et alii (2005), a defining factor for the professional performance in the educational area. It is necessary to carry out diagnoses in order to know the kind of motivation guiding the performance of the Physical Education teacher, its nature and functioning.

The highlight over the satisfaction in the teacher's work allows greater freedom in the approach of factors that would be interfering in their routine or not. Obtaining these pieces of information can bring subsidies as for the content and the comprehension of this professional's role. The data could also contribute for the comprehension of his/her relationship with other teachers in this context. (SORIANO & WINTERSTEIN, 1998)

The importance attributed to the teachers' professional satisfaction characterizes a starting point for a reflection over the teaching practice in this process so that it contributes to new educational strategies, making the latter more significant and pleasant for the people involved in the activity.

General objective

Investigate the level of satisfaction of the Physical Education teacher in public high school night classes in Chapecó/SC.

Specific objectives

·Relate the level of teachers' satisfaction to the professional development cycles;
·Verify the intrinsic and extrinsic reasons that give basis to the teachers' satisfaction or dissatisfaction;
·Investigate the professional teachers' goals.

According to Soriano & Winterstein (1998), the study of satisfaction at work, within the educational area, is really important. It allows visualizing peculiar aspects at school: work conditions, students' characteristics, opportunities for professional growth. It attempts, in this way, to interfere direct or indirectly in the teaching/learning process, in the number of absences at work or even in the low or high productivity of workers.

According to Coda (apud SORIANO & WINTERSTEIN, 1998, p. 146), the maintenance of certain levels of professional satisfaction can contribute for a better life quality. Besides, experiences in work situations can affect in a correlated way the future dispositions and feelings.

López et alii (2005) point out that investigations have shown that when the professional interest is expressed in the form of initiative, determination, personal elaboration and satisfaction, it is possible to reach a higher level of motivational work that guarantees the teacher's autonomy and commitment to the quality of his/her performance.

For Gonzáles & Lopez (2002), the professional performance of the person refers to the manifestation of affectionate experiences that he/she has in the development of his/her carrer, expressed in this way: satisfaction (the person feels satisfied with the development of his/her professional activity, independently of the obstacles he/she faces); contradiction (the person experiments with contradictory experiences of pleasure and displeasure in the development of his/her professional activity); dissatisfaction (the person experiences displeasure in his/her professional activity).

For Cid (2002), the obtaining of information concerning satisfaction at work also presents subsidies for courses of professional preparation. The content and the comprehension of the role of such a professional in the school environment contribute, in this way, to the understanding as to how his/her relationship with other teachers would take place.

Mattos (apud SORIANO & WINTERSTEIN, 1998, p. 146) argues that the way in which the teachers' work is organized confronts strongly with their aspirations, motivations and desires. This fact is more specifically visible when the work situations favor conformism and distrust, what collaborates with the simplification of the teacher's pedagogical task and what, by is turn, implies the decrease in significance attributed to the work of these professionals.

Studying the professional satisfaction within the development cycles is justified by the need to understand the changes occurring during advances in the teaching career. As Loureiro points out (1997), it is unquestionable that the use of data about professional development is increasingly more important in the teaching field. The data can be gathered for the elaboratin of formation programs and in service situations that enhance a great professional development.

According to Estrela (1997), depending on how the teachers build their career, since the beginning until they abandon it, they show different ways of satisfaction. Because of this, the studies involve these themes and discuss aspects such as the professional socialization, the shock when confronting reality, the construction of professional identity, the satisfaction and the dissatisfaction, the career cycles, among others.

In this way, Salgado (2005) points out that it is natural to observe high motivation and initial euphoria on the part of newly employed people. They make many plans and plan fantastic possibilities for the satisfaction of their desires, but lose their motivation in a short period of time. He points out that it is necessary to continuously study the professional satisfaction/dissatisfaction, so that channels of communication among the teachers can be established, since their desires, necessities, interess and reasons change throughout the development of the work.

In relation to the phenomenon of (dis)satisfaction, Alves (1997) acknowledges that it is easy to draw a rather complex panorama concerning the defining factors, such as the teacher's role and his/her evolution, the recruiting of new teachers, the motivations for joining and the social interaction of the teaching function, being these of economic, institutional, pedagogical, relational and social order.

In this context, González & López (2002) point out that in all human activities one can find intrinsic and extrinsic reasons simultaneously, but also that it is important to know the predominant reason in the motivational formation. In the

educational realm, the intrinsic reasons are those that express the orientation of the teacher's personality for the essential content of the profession. The extrinsic reasons are those that express the personality for superficial aspects, extraneous to the essential contents of the profession.

METHODOLOGY

The population of the present study was composed by teachers working in public high schools night classes in Chapecó/SC. Its sample was constituted by 13 teachers (68% of the population), being 15% of the teachers part of the *career start* cycles, 8% belonging to the *consolidation* cycles, 15% of the *diversification* cycles and 62% part of the *stabilization* cycles.

To reach the objective concerning the teachers' satisfaction in the different cycles of professional development, we used the classification of the professional route presented by Nascimento & Graça (apud SHIGUNOV et alii, 2002, p. 105): *start*: 1 to 3 teaching years; *consolidation*: 4 to 6 teaching years; *diversification:* 7 to 19 teaching years and *stabilization*: 20 to 35 teaching years.

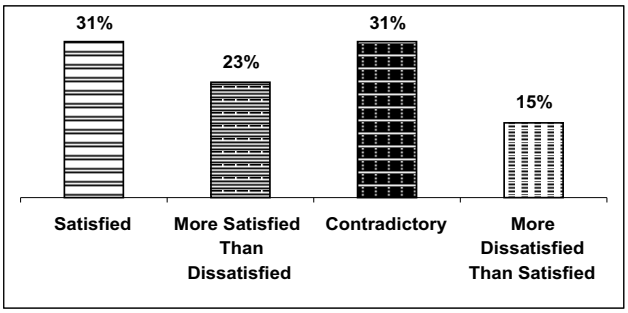
To collect the study data, we used the "Technique DIP-EF" (GONZÁLEZ & LÓPEZ, 2002), in which the analysis of answers allows the idetification of the teacher's situation in a professional motivation development level.

RESULTS AND DISCUSSION

With the presentation of results, we intend to provide subsidies related to the motivation of the Physical Education teachers. We believe that these pieces are essential information to begin a more critical reflection over the reasons that can be interfering in the pedagogical action.

Professional satisfaction level of the Physical Education teachers

It is observed, in picture 1, that 54% of the teachers present a level turned to the professional level. We have to take into consideration the expressive percentage of contraditory teachers with regard to their professional satisfaction and, mainly, with a level focused on dissatisfaction.



Picture 1: Teachers' satisfaction level at work

In a study carried out by Alves (1997) about the (dis)satisfaction of secondary school teachers in Bragança (Portugal), it was verified that the teachers self-realize professional satisfaction in a positive and negative way. They identify a personal perception of satisfaction grounded on intrinsic reasons to the profession, but also a personal perception of dissatisfaction, based on extrinsic reasons. The highlight that, despite a self-perception of professional dissatisfaction rather pronounced by the teachers, they did not present any manifestation of dissatisfaction of accentuated percentual and correlational significance.

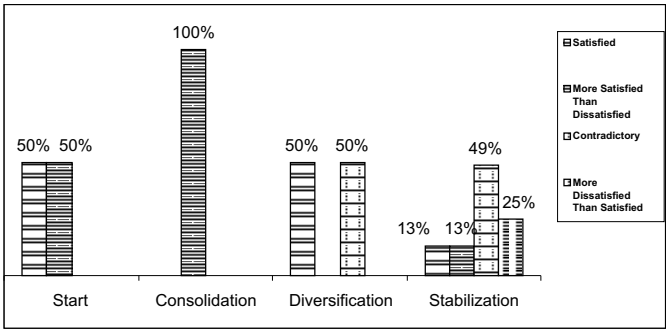
Level of satisfaction related to the cycles of professional development

According to Gonçalves (apud SHIGUNOV et alii, 2002, p. 103), the professional route refers to the career development of the teacher, characterized by the process of individual growth, of acquistion and improvement of competences, of efficiency in the teaching/learning process and of professional socialization. In this way, the teachers belonging to different cycles of professional development can present a level of satisfaction.

Thus, one can observe in picture 2 the information related to the satisfaction of the Physical Education teachers. A significant increase in the level of dissatisfaction is observed as the etacher advances in his/her career. However, there is an inferior number of teachers working in high school night classes that belong to the cycle of *consolidation* (8%), and this limited some data related to this cycle.

From this result, one can observe that, with the advance in the career, the teachers end up presenting themselves more dissatisfied. Shigunov et alii (2002) acknowledge that it is in the advance of the teaching career that many important transformations in the teachers' professional lives occur. They may be interfering, to a very significant degree, in the level of satisfaction of the teachers' routine.

Alves (1997) compared the satisfaction/dissatisfaction of teachers with their ages. It was verified that the greatest teaching dissatisfaction is experienced between 30 and 45 years old (middle-aged teachers) and that the greatest teaching satisfaction is experienced before 30 years of age, coming back after 45 years old.



Picture 2: Level of satisfaction of teachers related to the cycles of professional development

López & Gonzalez (2002) affirm that the *satisfaction/dissatisfaction* is characterized as a psychological status that

manifest itself in the people as expression of interaction of a set of affectionate experiences while the activity that the person performs is object of answers to his/her needs and correspond to his/her *motivation* and his/her interests. Thus, this study presents differences in relation to the one carried out by López et alii (2005). The results that we obtained in this study indicate that, with the advance in the teachers' careers, it is possible to observe a decrease in satisfaction, what ends up interfering in the motivational atmosphere. The study presented by López et alii (2005) did not present significant difference in the motivation of new teachers as well as experienced teachers.

Extrinsic and intrinsic motivation and professional goals

As it is observed in chart 1, the reasons that give basis to the professional satisfaction of Physical Education are predominantly of intrinsic character. Thus, we can point out that the teachers did not present extrinsic reasons that influenced their professional satisfaction.

Alves (1997) also verified that the teachers presented intrinsic reasons as defining of professional satisfaction, being these the inter-relationship (students and workmates), the school sucess and the support provided by the local institutional organs (school head councils).

Chart 1: Reasons for teachers' satisfaction with regard to School Physical Education

Intrinsic Reasons - Satisfaction	
Satisfaction, animation, informality, pleasure, fun and the students' motivation during classes.	32%
Interaction and experience exchange with the students and the professional recognition on the part of the students.	22%
The teaching/learning process helping the human being to improve life quality through movement, games and sports.	17%
Contact, information exchange, ideas and experiences with workmates.	11%
The students' participation, putting into practice what they learned, criating alternatives for the problems presented.	6%
The Physical Education teacher leadership during the classes.	6%
The extension of the work place of the Physical Education teacher.	6%
Total	**100%**

It is observed in chart 2 that the reasons that give basis to the teachers' dissatisfaction are related to extrinsic factors of the profession and only 10% are of intrinsic character to it.

Chart 2: Reasons for teachers' disatisfaction with regard to School Physical Education

Extrinsic Reasons - Dissatisfaction	
The social devaluation of the profession, the lack of recognition by other professionals in the school context.	45%
School struture: lack of materials and proper spaces for the development of activities.	30%
Low salaries.	15%
Total	**90%**
Intrinsic Reasons - Dissatisfaction	
No interest by the students. Unmotivated students. Lack of interest to participate in physical activities, not paying attention to the importance of a better quality of life.	5%
Lack of incentive to the sport activity and to other physical activities by area professionals.	5%
Total	**10%**

The reasons for dissatisfaction presented by the teachers investigated are similar to the ones investigated by Alves (1997). The results obtained by the author point as dissatisfaction reasons the economic and social elements (lack of recognition and inadequacy of salary and job done); institutional (lack of support of central organs); pedagogical (students' lack of success and the organization of schedules little stimulating for the improvement in the pedagogical relationship between workmates and work overload). The author also highlights that the dissatisfaction in relation to work conditions of material order (space and available materials) becomes an encouraging factor for a better teaching activity.

Alves (1997) acknowledges that these results are similar to the literature investigated (SMILANSKI, 1984, JOHNSON, 1986; FAVRETTO, 1985) and presents Santos' study (1992), which shows that the Portuguese teachers are little satisfied and considerably dissatisfied with their profession. The fators that mostly contribute to satisfaction are of internal nature (responsibility, accomplishment and the work itself) and to dissatisfaction are of external nature (salary, social status, work conditions, political programs).

The presented information according to which the intrinsic reasons are the basis of satisfaction and the extrinsic reasons are related to dissatisfaction, makes us emphasize Herzberg's theory commented by Alves (1997). She points out that the feelings of professional satisfaction are caused by intrinsic reasons, while the feelings of dissatisfaction are associated with external contextual factors.

Kobal (1996) also points out that the lack of teachers' motivation is rooted in low salaries, in the social devaluation, in the lack of physical and pedagogical structure, in the excessive number of students, in the lack of appropriate formation, as well as in the number of accumulated activities teachers have in order to guarantee their survival.

Chart 3 presents the professional goals of teachers working with high school night classes. The main one is the professional improvement (specialization, master's, constant upgrading via courses and programs of continuous formation), providing, in this way, a better teaching quality to students.

Chart 3: Goals of Physical Education teachers for the professional life

Professional improvement, continuous formation, specialization, master's.	**37%**
Remain in the school environment.	**15%**
Professional stability.	**12%**
Do other activities in the Physical Education area, outside the school environment to get a better payment.	**12%**
Keep professional motivation in the school routine.	**8%**
Get retirement.	**8%**
Reach professional recognition.	**4%**
Work with undergraduation.	**4%**
Total	**100%**

The teachers also declared their interest to remain in the school environment and get stability in the teaching area. Opposing this idea, other teachers showed the intention to abandon classrooms and work in another branch of Physical Education that pays better. With regard to this piece of information, one can go back to the study carried out by Alves (1997) who verified, based on obtained results, that the personal perception of professional satisfaction/dissatisfaction is oriented towards a frankly positive attitude. This attitude is confirmed by the manifestation of the non-immediate desire of the profession abandonment. However, one can find the economic element, associated with the institutional one, contradicting this positive perception of the profession, and this launches the teachers into a visible feeling of dissatisfaction.

CONCLUSIONS

This study had as its objective to check how the professional staisfaction of Physical Education teachers manifests itself in public high school night classes in Chapecó/SC. The results presented allow for these conclusions:

Although the teachers presented a significant level of satisfaction, there is an expressive contraditory percentage inclined to professional dissatisfaction.

As for the teachers' satisfaction in the different cycles of professional development, it was possible to verify an increase in the level of dissatisfaction.

The main intrinsic reason of satisfaction is the motivation demonstrated by students during the classes taught. We observed that the teachers did not show extrinsic reasons of satisfaction.

The intrinsic reasons pointed out by teachers were: the lack of interest and motivation on the part of the students, and the lack of incentive for sports and other physical activities on the part of professionals in the area. The extrinsic reasons that give basis to the dissatisfaction in the teachers' work were: the professional devaluation, the lack of recognition on the part of other professionals and by society, and the structure offered by the school, followed by low salaries.

The main professional goal of Physical Education teachers in the context studied is the constant upgrading for a greater quality in the learning process.

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Alexandra Folle: Curitibanos 150D, Belvedere, Chapecó/SC, CEP: 89810410, (49) 3324-5214
afolle_12@unochapeco.edu.br

PROFESSIONAL SATISFACTION OF PHYSICAL EDUCATION TEACHERS

ABSTRACT: The happenings and the experiences of the professional life, which involve the teachers' daily lives, since they begin their career until the moment they retire or abandon the teaching practice, can provoke a tension in the work environment, interfering directly in the pedagogical interventions, in the teaching socialization, in the commitment and in the responsibilities assumed by these people in the educational context. The study had as its main objective to investigate the level of professional satisfaction of the Physical Education teachers. Its sample was constituted by 13 teachers working with public high school night classes in Chapecó/SC. To collect and analyze the data, we used the "Technique DIP-EF" and the "Evaluation of Content of the Technique DIP_EF" (GONZÁLEZ & LÓPEZ, 2002). The results show that 54% of teachers present a level inclined towards professional satisfaction; 31% present contraditory satisfaction and 15% present more dissatisfaction than satisfaction. The main intrinsic reason of satisfaction is the motivation demonstrated by students during the classes taught. The extrinsic reasons that give basis to dissatisfaction in the teachers' work were: the professional devaluation, the lack of recognition on the part of other professionals and by society, the structure offered by the school, followed by low salaries. The intrinsic reasons of dissatisfaction pointed out by teachers were: the lack of interest and of motivation on the part of students, and the lack of incentive to sports and other physical activities on the part of professionals in the area. Through the studies presented, one can conclude that, despite the most part of the professionals present themselves as being satisfied, an expressive percentage of the group shows contraditory satisfaction or professional dissatisfaction; that the intrinsic reasons give basis to the teachers' satisfaction and the extrinsic reasons to the dissatisfaction in the school environment.

Key-words: professional satisfaction; intrinsic and extrinsic reasons; professional goals.

RAISONS DE (IN)SATISFACTION PROFESSIONNELLE DES PROFESSEURS D'ÉDUCATION PHYSIQUE

RESUME: Les événements et expériences de la vie professionnelle qui enveloppent la routine des professeurs dès que ils commencent sa carrière jusqu'au moment de sa retraite ou de la renonciation de l'action d'enseignant peuvent provoquer une tension dans l'ambience de travail, produisant des interférences sur les interventions pédagogiques, sur la socialisation d'enseignant, sur le compromis et les responsabilités prises par cettes personnes dans le contexte éducationnel. L'étude présent eut comme objectif principal rechercher le niveau de satisfaction professionnelle des professeurs d'Éducation Physique. Son échantillon a été composé par 13 professeurs qui travaillent dans l'enseignement secondaire d'écoles publiques de Chapecó/SC pendant la nuit. Pour recueillir et analyser les informations, nous utilisâmes la « Technique DIP-EF » et « l'Évaluation du Contenu de la Technique DIP-EFG» (LÓPEZ & GONZÁLEZ, 2002). Les résultats démontrent que 54% des professeurs présentent un niveau tourné à la satisfaction profissionnelle; 31 % présentent satisfaction contradictoire et 15% plus insatisfaction que satisfaction. La principale raison intrinsèque de satisfaction des professeurs d'Éducation Physique est la satisfaction/motivation démontrée par les élèves pendant les classes enseignées. Les raisons extrinsèques qui forment le fondement de l'insatisfaction dans le travail des professeurs d'Éducation Physique furent : la dévaluation professionnelle et l'absence de reconnaissance de la partie des autres professionnels et de la société, et la structure offerte par l'école, suivie d'une mauvaise rémunération. Les raisons intrinsèques d'insatisfaction détachées par les professeurs furent : l'absence d'intérêt et de motivation des élèves et l'absence d'incitation à la pratique sportive et des autres activités physiques par les professeurs. À travers des résultats présentés, nous pûmes conclure que malgré la majorité des professeurs se présentent satisfaits, un pourcentage expressif du groupe montre satisfaction contradictoire ou insatisfaction professionnelle ; que les raisons intrinsèques forment le fondement de la satisfaction des professeurs et les raisons extrinsèques l'insatisfaction d'eux dans l'espace scolaire.

Mots-clé: satisfaction professionnelle; raisons intrinsèques et extrinsèques; buts professionnels.

MOTIVOS DE (IN)SATISFACCIÓN PROFESIONAL DE LOS PROFESORES DE EDUCACIÓN FÍSICA

RESUMEN: Los acontecimientos y experiencias de la vida profesional, que involucran el día a día de los profesores, desde que estos inician su carrera hasta el momento de la jubilación de la acción docente, puede provocar una tensión en el ambiente de trabajo, interfiriendo directamente en las acciones pedagógicas, en la socialización docente, en el compromiso y en las responsabilidades de estos sujetos en el contexto educacional. El presente estudio tuvo como objetivo principal investigar el nivel de satisfacción profesional de los profesores de Educación Física. La muestra se constituyó de 13 profesores actuantes en la enseñanza secundaria nocturna de las escuelas estatales de la ciudad de Chapecó/SC. Para colectar y analizar los datos, se utilizó la "*Técnica DIP-EF*" y la "*Avaliação de Conteúdo da Técnica DIP-EF*" (GONZÁLEZ & LÓPEZ, 2002). Los resultados demostraron que el 54% de los profesores presenta un buen nivel de satisfacción profesional; el 31% presenta satisfacción contradictória y el 15% más insatisfacción que satisfacción. El principal motivo intrínseco de satisfacción de los professores de Educación Física es la satisfacción/ motivación demostrada por los alumnos durante las clases ministradas. Los motivos extrínsecos que basan la insatisfacción en el trabajo de los profesores de Educación Física fueron: la no valoración profesional y la falta de reconocimiento por parte de otros profesionales, además de la sociedad en general, y la estructura ofrecida por la escuela, seguida de la mala remuneración. Los motivos intrínsecos de insatisfacción destacados por los profesores fueron: la falta de interés y de motivación de los alumnos y la falta de incentivo a la práctica deportiva y de otras actividades físicas por los propios profesionales del área. A través de los resultados presentados, concluimos que, a pesar de la mayoría de los profesionales presentarse satisfechas, un percentual expresivo del grupo muestra satisfacción contradictoria o insatisfacción profesional; que los motivos intrínsecos fundamentan la satisfacción de los profesores y los motivos extrínsecos la insatisfacción de estos en el espacio escolar.

Palabras-clave: satisfacción profesional; motivos intrínsecos y extrínsecos; metas profesionales.

MOTIVOS DE (IN)SATISFAÇÃO PROFISSIONAL DOS PROFESSORES DE EDUCAÇÃO FÍSICA

RESUMO: Os acontecimentos e experiências da vida profissional que envolvem o dia-a-dia dos professores, o início da carreira até o momento da aposentaria ou do abandono da ação docente, pode provocar uma tensão no ambiente de trabalho, interferindo diretamente nas intervenções pedagógicas, na socialização docente, no compromisso e nas responsabilidades assumidas por estes sujeitos no contexto educacional. O estudo teve como objetivo principal investigar o nível de satisfação profissional dos professores de Educação Física. Sua amostra constituiu-se por 13 professores atuantes no Ensino Médio noturno das escolas estaduais da cidade de Chapecó/SC. Para coletar e analisar os dados, utilizou-se a "Técnica DIP-EF" e a "Avaliação de Conteúdo da Técnica DIP-EF" (GONZÁLEZ & LÓPEZ, 2002). Os resultados demonstram que 54% dos professores apresentam um nível voltado à satisfação profissional; 31% apresentam satisfação contraditória, e 15% mais insatisfação que satisfação. O principal motivo intrínseco de satisfação é a motivação demonstrada pelos alunos durante as aulas ministradas. Os motivos extrínsecos que embasam a insatisfação no trabalho dos professores foram: a desvalorização profissional, a falta de reconhecimento por parte dos outros profissionais e da sociedade, e a estrutura oferecida pela escola, seguida da má remuneração. Os motivos intrínsecos de insatisfação destacados pelos professores foram: a falta de interesse e de motivação dos alunos, a falta de incentivo à prática esportiva e de outras atividades físicas pelos próprios profissionais da área. Através dos resultados apresentados, pode-se concluir que, apesar da maioria dos profissionais apresentarem-se satisfeitos, um percentual expressivo do grupo mostra satisfação contraditória ou insatisfação profissional; que os motivos intrínsecos fundamentam a satisfação dos professores e os motivos extrínsecos, a insatisfação no espaço escolar.

Palavras-chave: satisfação profissional; motivos intrínsecos e extrínsecos; metas profissionais.