106 - QUALITY OF LIFE AND PROFESSIONAL LEVEL OF SATISFACTION AMONG TEACHERS OF PHYSICAL EDUCATION FROM ITUMBIARA-GO

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INTRODUCTION

Good standards life considered ideal for personal and professional conditions often does not accord with the reality of Brazilian workers, particularly with regard to education professionals.

Thus, it is observed that when it comes to education professionals, we realize that in times of globalization, technological innovations and scientific innovations all the time, everyday activities are added to a larger collection of institutional systems, implying needs continuing to engage, update, and strive hard for greater performance by these teachers. Nevertheless, complaints about the poor working conditions, low wage income and the disciplinary profile of the students are constantly reported problems.

Novoa (2007) draws attention to the fact that longitudinal studies teacher turned mainly to the technical competence of teachers leaving in the background the analysis of the subjective dimension of the teacher, because there is strong evidence that the teacher has a form to interact with often linked to profession personal life.

The literature reports on high level of stress in the work of teachers, which predisposes many health problems such as burnout syndrome (Burnout syndrome) environment and lead to the often labor clearance (Moreira et.al., 2009)

In the specific case of PE teachers in primary education, it is also worth mentioning that they are most often exposed to other disturbing conditions during their daily work and the lack of teaching materials, exposure to the sun in places of practical classes, noise, among others. All these processes are likely to contribute to the way compromising quality of life (QL) and satisfaction with the profession, these education workers (FOLLE et.al. 2009). In this sense this study aimed to verify the level of quality of life and job satisfaction among physical education teachers who work in primary schools in the municipality of Itumbiara-GO.

METHODS

This work meets the standards and guidelines of Resolution 196/96 of the National Health Council arranged for research involving humans. Study volunteers signed an informed consent about the risks and benefits of participating in research.

The popolation of this study consisted of physical education teachers in the Itumbiara city with a sample of 40 teachers working in primary education in different institutional networks: local, state, private, federal.

The questionnaire adopted for collecting data on QL was the short version WHOQOL (BREF) which consists of 26 questions (Q) objective, and assesses four domains of WHOQOL:

-Physical
-Psychological
-Social
-Environment

For each domain are assigned values (1-5) and the scores are calculated based on issues addressed by each domain.

Besides getting the scores for each domain, the final QL can be calculated by averaging the four areas, according to the equation:

$$QL = \frac{\text{Dom Physical +. Dom. Psychological + Dom. Social + Dom. Environmental}}{4}$$

A questionnaire containing 14 questions, both objective as discursive, was designed with a purpose of providing important information like general data (age, education level, time of teaching, training) and specific research data as its recognition in the school environment, working conditions , their satisfaction with the profession and future prospects.

RESULTS

Forty (40) teachers into twenty three patients (23) were female and seventeen (17) male, assignable to the questionnaires of this research, and have the general characteristics listed in the following table.

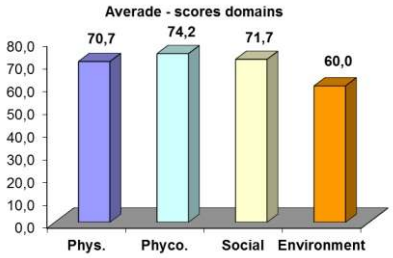
Age (years) Training Time (years) Time teaching (years) Total Weekly Hours (hours / class) Wage Income (R $)

Age (years)	Graduation time (years)	Time teaching (years)	Weekend working hours	Salary (R$)
33,38	7,80	8,70	38,1	2126,50

Table 1 - An overview of teachers (N = 40), expressed in average values

From the questionnaire for QL (WHOQOL - bref) began an analysis of main influencing aspects about the four domains assessed by the test. The graph below (Figure 1) shows that among the areas calculated in mean scores between the 20 physical education teachers, physical (mean = 70.7) psychological (mean = 74.2) and social (middle domains 71.7) are the best results. While the domain environment (mean = 60.0, respectively) was the most empire of these subjects.

The final QL by computing the averages of the four areas was 69,1 which can be seen from studies already referenced by the use of WHOQL as being reasonable level.



Graph 1 - Average scores on the four domains of QL.

Contradictory to our findings, Silva and Nunes (2009) found in their study applied to 69 physical education teachers from Campo Grande-MS, the social domain was the best average among this population and the most impaired physical domain. As a determining factor in job dissatisfaction, the study authors noted that the salary was the most noted teachers, a fact that already agrees with our study, when analyzed data from the supplementary questionnaire.

Lemos, et.al. (2007) found in a study of 380 physical education teachers in the state of Rio Grande do Sul that although most teachers were satisfied with the quality of life, salary and compensation aspect was the worst result. Also observed that the improvement in QoL perception was increased as increasing time career in the stabilization phase.

Moreira et.al. (2010) found in a composed of 654 physical education teachers of basic education in the State of Paraná regarding lifestyle, sample were the most troubling aspects of nutrition, physical activity and stress management. Furthermore showed significant dissatisfaction with wage income and working conditions. Here in this study, dissatisfaction with salary and minimum conditions for the pedagogical work as infrastructure estruturares problems of schools (sports courts, locker rooms) and materials (balls, gymnastics and various elements for recreation, among others also stood out.). The wage income just was not highlighted as a major limitation in job satisfaction on the part of a teacher attached to the federal schools (Federal Institute) parameter, but the conditions somewhat precarious infrastructure for the work was shared by the same.

Similarly, Costa and Souza (2011) showed that the QOL of 200 physical education teachers from Campo Grande-MS was directly influenced when there is Multisport in good physical conditions in schools and also observed that the QOL was compounded in proportion to time teaching job, especially in terms of pain, functional capacity, environmental and social factors.

From the supplementary questionnaire developed here in which the teacher was asked to indicate what he perceives about its importance among the different segments of the school environment (colleagues from other disciplines, administrators, students), it was confirmed that there is a clear dissatisfaction in relationships work or professional recognition by school administrators (principals, coordinators, secretaries) coinciding with the lowest values of social QOL domains and the environment, while there was a good return on this point in relation to students.

The daily contact for faculty work in a school setting is always capable of generating situations of conflict arising from the relationship between peers and direction of activities relevant to the profession, the relationship with students and their parents, the accumulation of functions. These factors commonly trigger processes that affect the quality of teaching practice, quality of life and physical and mental health of these teachers as highlighted Farias et.al. (2008).

CONCLUSIONS

Based on the results of this research it was concluded that the sample of 40 physical education teachers investigated here in the city of Itumbiara-GO show up on general parameters of quality of life in good and acceptable regarding the physical and psychological domains assessed levels the WHOQOL-BREF, however low scores in the social environment and above all, associated with reports of dissatisfaction with wages and with the relations of the school environment, in addition to the typical problems of infrastructural nature and insufficient instructional materials, denoted levels great job dissatisfaction in these teachers. Although further studies with broader samples of subjects are needed for meaningful conclusions on this issue this apparent the need for change in the scenario of government and municipal administration in regards to a re-signification of public policies for the quality of teaching and education as a whole, including the area of physical education.

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QUALITY OF LIFE AND PROFESSIONAL LEVEL OF SATISFACTION AMONG TEACHERS OF PHYSICAL EDUCATION IN THE MUNICIPALITY OF ITUMBIARA-GO

ABSTRACT

Quality of life (QL) of the population depends on several influencing factors ranging from aspects of physical health to relationships with the social environment. We know that teachers are professionals who tend to deal with numerous factors that can impair their QL, given their workday, the typical problems in the area of education and dissatisfaction with salaries. Although there are few studies that have addressed the teachers on QL in general, there is a lack of data on specific QL of physical education teachers. Thus, the present study aimed to assess QL and the level of job satisfaction of physical education teachers working in primary schools in the city of Itumbiara-GO. The questionnaire used for QL was the short version WHOOQ applied to 40 teachers and supplementary data and job satisfaction, another questionnaire with nine questions addressed. The main results the following general averages were observed in the areas: physical (70,7), psychological (74,2), social (71,7) and environment (60), already the final average QL of all subjects was 49,1. It was concluded that among the areas calculated by WHOOQ the most committed among teachers was the environment and, in addition, the main complaints were the poor working conditions as the structural aspects of the school and the problems associated with managing group relations and other teachers in other areas.

KEYWORDS: Quality of life, teachers, job satisfaction.

QUALITÉ DE VIE ET NIVEAU PROFESSIONNEL DE SATISFACTION DES PROFESSEURS D'ÉDUCATION PHYSIQUE DANSLA MUNIPALITÉ DE ITUMBIARA-GO

RÉSUMÉ

La qualité de vie (QV) de la population dépend de plusieurs facteurs qui influencent allant de certains aspects de la santé physique pour les relations avec l'environnement social. Nous savons que les enseignants sont des professionnels qui ont tendance à faire face à de nombreux facteurs qui peuvent nuire à leur qualité de vie, compte tenu de leur journée de travail, les problèmes typiques dans le domaine de l'éducation et de l'insatisfaction des salaires. Bien qu'il existe peu d'études qui ont abordé les enseignants sur la qualité de vie en général, il ya un manque de données sur la qualité de vie spécifique des enseignants d'éducation physique. Ainsi, la présente étude visait à évaluer la qualité de vie et le niveau de satisfaction au travail des professeurs d'éducation physique de travail dans les écoles primaires de la ville de Itumbiara-GO. Le questionnaire utilisé pour la qualité de vie est la version courte WHOOQ appliqué à 40 enseignants et des données supplémentaires et la satisfaction au travail, un autre questionnaire de neuf questions abordées. Les principaux résultats des moyennes générales suivantes ont été observées dans les domaines: physique (70,7), psychologiques (74,2), sociaux (71,7) et l'environnement (60), déjà la qualité de vie moyenne finale de tous les sujets était de 69,1. Il a été conclu que, parmi les superficies calculées par WHOOQ les plus engagés parmi les enseignants était l'environnement et, en outre, les principales plaintes étaient les mauvaises conditions de travail que les aspects structurels de l'école et les problèmes liés à la gestion des relations de groupe et d'autres enseignants dans d'autres domaines.

MOTS-CLÉS: qualité de vie, les enseignants, la satisfaction au travail.

CALIDAD DE VIDA Y NIVEL PROFESIONAL DE SATISFACCIÓN ENTRE PROFESORES DE EDUCACIÓN FÍSICA EN EL MUNICIPIO DE ITUMBIARA-GO

RESUMEN

La calidad de vida (QOL) de la población depende de varios factores que influyen en que van desde los aspectos de la salud física de las relaciones con el entorno social. Sabemos que los profesores son profesionales que tienden a hacer frente a numerosos factores que pueden afectar su calidad de vida, teniendo en cuenta su jornada laboral, los problemas típicos en el área de la educación y la insatisfacción con los salarios. Aunque hay pocos estudios que han abordado los maestros en la calidad de vida en general, existe una falta de datos sobre la calidad de vida específica de profesores de educación física. Por lo tanto, el presente estudio tuvo como objetivo evaluar la calidad de vida y el nivel de satisfacción en el trabajo de los profesores de educación física que trabajan en las escuelas primarias de la ciudad de Itumbiara-GO. El cuestionario utilizado para la calidad de vida era la versión corta WHOOQ aplicado a 40 maestros y datos suplementarios y satisfacción en el trabajo, otro cuestionario con nueve preguntas dirigidas. Los principales resultados se observaron los siguientes promedios generales en las áreas: física (70,7), psicológicos (74,2), sociales (71,7) y medio ambiente (60), ya la calidad de vida media final de todos los sujetos fue de 69,1. Se concluyó que entre las áreas calculadas por WHOQOL el más comprometido de los docentes fue el medio ambiente y, además, las principales quejas eran las malas condiciones de trabajo como los aspectos estructurales de la escuela y los problemas asociados con el manejo de las relaciones de grupo y otros profesores de otras áreas.

PALABRAS CLAVE: Calidad de vida, los maestros, satisfacción en el trabajo.

QUALIDADE DE VIDA E NÍVEL DE SATISFAÇÃO PROFISSIONAL ENTRE PROFESSORES DE EDUCAÇÃO FÍSICA NO MUNICÍPIO DE ITUMBIARA-GO

RESUMO

A qualidade de vida (QV) da população depende de vários fatores interferentes que vão desde os aspectos de saúde física até as relações com o ambiente social. Sabe-se que os professores são profissionais que tendem a lidar com inúmeros fatores que podem comprometer a sua QV, tendo em vista sua jornada de trabalho, os problemas típicos da área de educação e a insatisfação com a remuneração salarial. Embora existam alguns estudos que abordaram sobre a QV dos professores de maneira geral, há carência de dados sobre a QV específica dos professores de educação física. Assim, o presente trabalho teve como objetivo avaliar a QV e o nível de satisfação profissional de professores de educação física que atuam no ensino básico na cidade de Itumbiara-GO. O questionário utilizado para a QV foi o WHOOQ versão curta aplicado a 40 professores e para dados complementares e de satisfação profissional, um outro questionário com 9 questões dirigidas. Como resultados principais foram observadas as seguintes médias gerais nos domínios: físico (70,7), psicológico (74,2), social (71,7) e ambiente (60), já a média final da QV de todos sujeitos foi de 69,1. Concluiu-se que entre os domínios calculados pelo WHOQOL o mais comprometido entre os professores foi o ambiente e, além disto, as principais queixas relatadas foram pelas condições inadequadas de trabalho quanto aos aspectos estruturais da escola e os problemas associados às relações com grupo gestor e demais professores de outras áreas.

PALAVRAS-CHAVE: Qualidade de vida, professores, satisfação profissional.