

Satisfaction and dissatisfaction of public-school teachers in Mato Grosso: labor, economic indicators and qualifications¹

*Satisfação e insatisfação dos professores da rede pública de Mato Grosso:
indicadores laborais, econômicos e titulação*

*Satisfacción e insatisfacción de los docentes de escuelas públicas de Mato Grosso:
indicadores laborales, económicos y calificaciones*

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Abstract: The aim of this study was to assess the job satisfaction and dissatisfaction of teachers in the public education system in the state of Mato Grosso, with emphasis on satisfaction indicators related to the thought of abandoning the profession; parallel practices in other economic activities, the employment status and the qualification of teachers. Three instruments were used to produce the data: a socio-economic/labor questionnaire; a questionnaire on stressors in teachers and *the Cuestionario para la Evaluación del Síndrome de quemarse por el Trabajo* - CESQT. The results indicate that approximately 60% of teachers are satisfied with their profession, but among those who say they are dissatisfied, more than half (51.3%) have considered changing their profession. Nine out of ten teachers do not do anything other than teach. The satisfaction rate is higher among teachers hired on a temporary basis than among permanent teachers. Job dissatisfaction increased as teachers' qualifications increased. Based on the results, we believe that the subject needs to be studied in greater depth, preferably on a longitudinal basis, with the need to strengthen state policies to the detriment of government policies that enable job satisfaction among teachers.

Keywords: Teachers; Profession; Job satisfaction.

Resumo: O objetivo do presente estudo foi aferir a (in)satisfação laboral dos professores na rede pública de educação do estado de Mato Grosso, com ênfase nos indicadores de satisfação relacionado ao pensamento de abandono da profissão; às práticas paralelas com outras atividades econômicas, à situação funcional e à titulação dos docentes. Foram utilizados três instrumentos para produção dos dados: questionário socioeconômico/laboral; questionário de estressores em professores e o *Cuestionario para la Evaluación del Síndrome de quemarse por el Trabajo* – CESQT. Os resultados indicam que aproximadamente 60% dos professores estão satisfeitos com a profissão, porém entre os que se declaram insatisfeitos, mais da metade (51,3%) afirmaram o pensamento de troca da profissão. Nove em dez professores não exercem outra atividade se não a docência. O índice de satisfação é maior entre os professores

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contratados temporariamente em relação aos efetivos. A insatisfação laboral aumenta em direção a titulação dos professores. Consideramos por meio dos resultados a necessidade de aprofundamento do assunto preferencialmente em perfil longitudinal com a necessidade do fortalecimento das políticas de Estado em detrimento das políticas de Governo que possibilitem a satisfação laboral entre os docentes.

Palavras-chave: Professores; Profissão; Satisfação laboral.

Resumen: El objetivo de este estudio fue evaluar la satisfacción o insatisfacción laboral de los profesores de la red pública de educación del estado de Mato Grosso, con énfasis en los indicadores de satisfacción relacionados con el pensamiento de abandonar la profesión; las prácticas paralelas con otras actividades económicas, el estatus funcional y la calificación de los profesores. Se utilizaron tres instrumentos para producir los datos: un cuestionario socioeconómico/laboral; un cuestionario sobre estresores en los profesores y el Cuestionario para la Evaluación del Síndrome de quemarse por el Trabajo - CESQT. Los resultados indican que aproximadamente el 60% de los profesores están satisfechos con su profesión, pero entre los que se declaran insatisfechos, más de la mitad (51,3%) se han planteado cambiar de profesión. Nueve de cada diez profesores no hacen otra cosa que enseñar. El índice de satisfacción es mayor entre los profesores contratados temporalmente que entre los permanentes. La insatisfacción laboral aumenta a medida que los profesores obtienen más títulos. A la vista de los resultados, creemos que es necesario profundizar en el tema, preferiblemente de forma longitudinal, con la necesidad de reforzar las políticas estatales más que las gubernamentales para promover la satisfacción laboral de los profesores.

Palabras clave: Profesores; Profesión; Satisfacción laboral.

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Introduction

It is common knowledge that working conditions corroborate the indicators of satisfaction or dissatisfaction in the world of work throughout the history of humanity. Scientific production about teaching is diverse and indicates the description of a “crisis” that persists throughout all the “findings” described in these productions. Education has demanded an additional effort from teachers in their daily work and a need for new working conditions in order to carry out pedagogical tasks which, in many cases, are outside their scope. When dealing with this narrative, the possibility of job dissatisfaction being linked to teacher illness is not overlooked, so studying the relationship between these constant job readaptations and situations in which teachers are forced to experience working conditions that are often harmful to their physical and mental health is a major challenge for researchers in the field of education. According to Pimenta (2018) “Mental health has become the greatest concern of the century and something that is often being jeopardized within organizations”.

The expression “Teaching Profession” refers to professionalism on the part of the teacher, which requires prior qualification to perform the job, as well as constant qualification to keep up to date.

For a person to be a professional, it is not enough just to have a degree in the area in which they work. It is also necessary for the person to carry out their work activity in which they have a degree and, even more so, for them to be able to support themselves with the financial income they earn from this activity, so the teaching professional must have a degree relevant to their area of work and achieve financial balance in their profession. This issue is difficult to reconcile, often due to the long process of devaluation to which teachers have been subjected.

Another way of understanding the devaluation of the teaching profession is through the lack (or excess?) of public policies that are consistent with teachers' mental well-being. Codo (1999, p. 294) identified in his studies carried out in the United States that teachers with ten or more years of experience are seeking refuge in other administrative jobs or disconnecting themselves from the teaching profession. The author adds that teaching is a place where “[...] a diploma is no longer a ticket to a better life [...]”. A job that is, in practice, undervalued, but important enough for teachers to be blamed for all of the ills of society”. (CODO, 1999, p. 229).

A direct effect of the devaluation of the teaching profession is absenteeism and presenteeism. The latter is understood to mean that at least the teacher is physically present in class, while the former is seen as a severe phase of the latter. Zaragoza comments that the phenomenon appears as a way of seeking relief, allowing the teacher to (1999, p. 63):

Escape momentarily from the tensions accumulated in their work. They then resort to requests for time off work or simply absence from school for short periods, which requires no more than a justification.

Valuing teachers involves their “training” in today's educational environment, but training that doesn't just seek innovative practices on the part of teachers, but also innovations that spread throughout the school environment, recognizing learning elements in everyone involved in education. This way, the burden is lifted from the teacher's shoulders alone and conditions are provided for professional development.

The teaching profession must be reflective and innovative, without losing its autonomy, as Tardif and colleagues (1997, p. 28) point out:

Thus, innovation, critical thinking and “theory” are essential ingredients for the formation of a “reflective” practitioner, capable of analyzing teaching

situations, students' reactions, as well as his own, and capable of simultaneously modifying his behavior and the elements of the situation in order to achieve the objectives and ideals which have been set.

Teachers reveal themselves as a praxis in the development of their work functions. Teachers not only carry out their workday on site — their classroom — but also go beyond the physical boundaries of their work, influencing changes in their surroundings and, at the same time, reshaping themselves through their professional experiences, permanently contributing to the construction of their students' identities. According to Nóvoa (2007, p. 16):

Identity is not a given, it is not a property, it is not a product. However, it is a place of struggle and conflict, a space for constructing ways of being in the profession. That's why it's more appropriate to talk about an identity process, highlighting the dynamic mix that characterizes the way each person feels and claims to be a teacher.

If we look at contemporary issues, there is no refuting the transformations that have come about as a result of the globalization process. The information age has transformed forms of production, jobs and social structures, and the latter is where the school context and the teaching profession come into the picture. It is up to the teachers to seek the pleasure of exercising their activity, a pleasure that must include solid, reflective training, overcoming all alienation in the search for quality education.

Levy-Leboyer (1994, p.150) states:

Motivation is neither an individual quality nor a characteristic of work: there are no individuals who are always motivated, nor tasks that are equally motivating for everyone. In reality, motivation is much more than a static process. It is a process that is both a function of individuals and the specific activities they carry out. This is why the strength, direction and very existence of motivation will be closely linked to the personal way in which each person perceives, understands and evaluates their own situation at work, and certainly not to the perception of those outside it, such as technocrats, administrators and psychologists.

In view of the above, the following question arises: are teachers satisfied with the work they do? In order to address this question, this study aims to assess the job satisfaction, and lack of it, of teachers in the public education system in the state of Mato Grosso, with a specific focus on satisfaction indicators related to the thought of leaving the profession, parallel economic activities, employment status and teacher qualifications.

Methodological Procedures

Research characteristics

This study has a quantitative approach - the size of the population surveyed led to this type of approach (more than 24,000 individuals), with a minimum requirement of 3,540 participations (without taking into account any inconsistencies in filling in the survey data collection instruments), which statistically speaking, guided the choice of this approach, considered by us to be the most appropriate for the research work.

We know that quantitative research has both favorable and unfavorable points when compared to the qualitative approach, and that the opposite is also true. However, Fonseca (2002) argues that the strong elements of each approach complement the weaknesses of the other and thus emphasizes that this complementarity contributes to the further development of science. According to Fonseca (2002, p. 20):

Unlike qualitative research, the results of quantitative research can be quantified. As the samples are generally large and considered to be representative of the population, the results are taken as if they constitute a true picture of the entire population targeted by the research [...] Quantitative research uses mathematical language to describe the causes of a phenomenon, the relationships between variables, etc. The combined use of qualitative and quantitative research makes it possible to gather more information than it is feasible to obtain in a single study.

After defining the research approach, a partnership with the Mato Grosso Department of Education (SEDUC), more specifically with the Information Technology sector, made it possible to reach all teachers in the state public education system through the electronic distribution of data collection instruments via the SIGEDUCA⁴. platform. With this resource, it was defined that the universe of the survey would be the 778 (seven hundred and seventy-eight) state schools in Mato Grosso in the year of the survey, geographically distributed across 141 (one hundred and forty-one) municipalities, for more than 24,000 teachers.

A banner announcing the research was placed in the initial section of the platform, so that when accessing the system for posting attendance, student grades/reports and the content taught, teachers would have access to the research link. The only inclusion criterion was that the respondent should be working during the data collection period. This criterion was easily met, as only teachers in their current job, whether permanent or temporarily

⁴ The Integrated Educational Management System aims to facilitate the school's administrative activities and its operations, allowing control of the student's school life, the work life of teachers and staff, thereby ensuring better academic management.

contracted, have access to SIGEDUCA. Teachers on vacation, sick leave, among others, have their access to the system suspended.

Three instruments were used to collect the information needed to carry out this research. The first was a socio-economic/labor questionnaire made up of fifteen questions aimed at recognizing the profile of the participants in terms of: social identification (questions 1, 2, 3, 12 and 15), labor identification (questions 4, 5, 6, 7, 8, 9 and 15), economic identification (question 15), identification of job satisfaction (questions 10 and 11). The second was an instrument called teacher stressors, which was guided by the existing literature on the subject in Brazil. It is true that there are various stressors present in teaching life, but the existing bibliographies (Carlotto; Palazzo, 2006; Lipp, 2002; Codo, 1999; Sá et al., 2007; Kelly et al., 2007; Pocinho; Capelo, 2009) point to empirical saturation. In this way, the instrument was structured into two blocks: the first consisting of sixteen close-ended questions arranged on a *Likert-type* perception scale, varying between: not stressful, not very stressful, stressful and very stressful. The second block consisted of a single open-ended question which allowed the interviewee to describe other possible stressors not covered in the first block. The instrument collected information on the stressors present in: work function, work plurality, working conditions, economic conditions, interpersonal relationships and reconciliation of teaching with other activities. The third instrument was the *Cuestionario para la Evaluación del Síndrome de quemarse por el Trabajo – CESQT*.

The original CESQT has been adapted into several languages and its factorial validity has been considered adequate, as has its internal consistency. In Brazil, the version for teachers was validated by Gil-Monte, Carlotto and Câmara (2010), “CESQT-PE”.

Data processing

The initial universe of the survey was 24,156 (twenty-four thousand, one hundred and fifty-six) teachers distributed across 141 (one hundred and forty-one) municipalities in Mato Grosso. The methodological proposal was to achieve the greatest possible degree of reliability, except for the totality. The aim was to have 99% statistical reliability, even if the margin of error was 2% or less. In order to achieve this, it was necessary to set a target of 3,540 (three thousand five hundred and forty) participations.

With the projection of possible inconsistencies in filling out the survey instruments, the proposal was increased by 5%, since the surveys carried out in this proposal show that

inconsistencies do not exceed 2% of the total filled out. Thus, the primary target was 3,717 (three thousand seven hundred and seventeen) responses.

At the end of the data collection cycle (the questionnaire was made available to teachers for 90 days), the link was suspended with a primary reach of 3,737 (three thousand seven hundred and thirty-seven) participations, exceeding the expected target within the margin of error of possible inconsistencies. Subsequently, the questionnaires were filtered, looking for possible inconsistencies in their filling out. Three inconsistencies were assessed in this search: “academic background” - with 9 inconsistent answers excluded; ‘duplicates’ - 36 duplicate answers were identified and duly excluded, and in some cases even triplicates; “standardization of answers in the questionnaires” - 31 instruments were excluded for this criterion.

Another factor that contributed to the final subtraction from the actual number of participants was the number of teachers who accessed the SIGEDUCA system, read (presumably) the informed consent form and ended their participation by not agreeing to take part in the research. There were 34 participants in this universe.

After filtering the questionnaires and excluding the 110 questionnaires, the number of participants was 3,627 (three thousand six hundred and twenty-seven), thereby validating the targets of 99% reliability and 1.97% margin of error.

The questionnaire identifying the respondents was initially treated parametrically, where the values for each question were compiled individually until a final profile of the teachers in the Mato Grosso state education system was drawn up. In a second step, the data was arranged in a non-parametric way, in order to better visualize the numbers analytically, comparing them with each other and also with data from the other collection instruments.

The CESQT was based on the simple arithmetic mean of each question within their respective dimensions. In the subjective scale presented to respondents through the CESQT-PE, ordinal values were assigned from Zero to Five in the following gradation: 0 = Never; 1 = Rarely; 2 = Sometimes; 3 = Often; 4 = Daily. By assigning ordinal values and knowing the composition of each dimension (number of questions), the cut-off number for classifying the negativity or positivity of the Burnout Syndrome in their respective dimensions can be found.

Composed of two distinct blocks of questions, one made up of sixteen close-ended questions and the other of just one open-ended question, the teacher stressors questionnaire had its data processed in different ways.

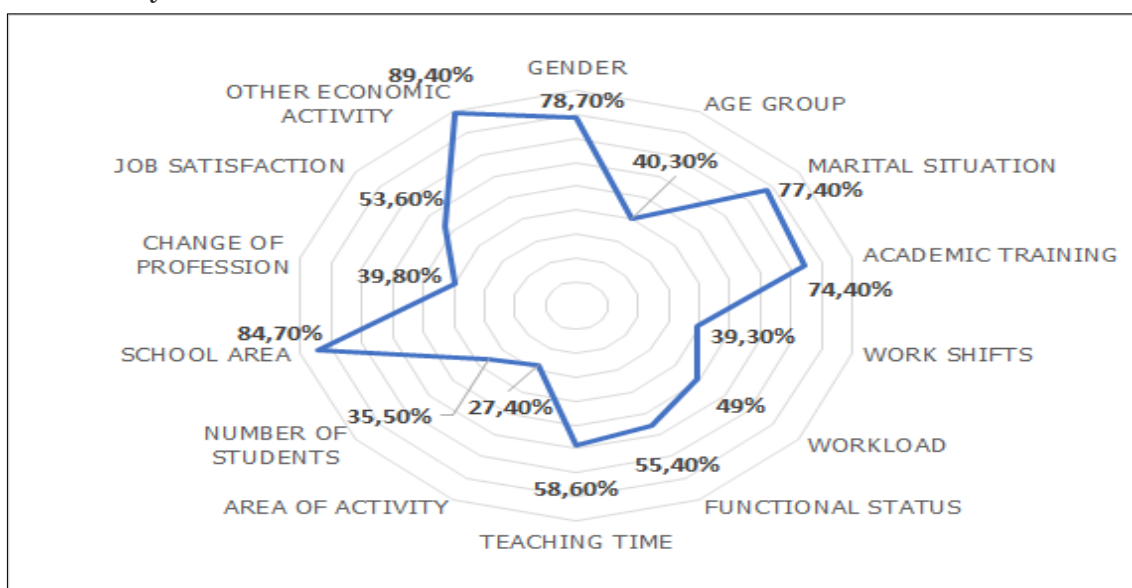
The first block asked about the presence of possible stressors in the teachers' professional careers. The answers were arranged on a subjective *Likert-type* scale in ascending order of possible stress: not stressful; not very stressful; stressful; very stressful. These scales are similar to Lipp's (2002) four-phase model. To obtain the results of each question, two categories were created: YES and NO. The YES category was used to represent that the stress indicator suggested in each questionnaire was considered positive for the research, and the NO category was used to negate the stressor in the teachers' work function. To arrive at one of the two categories, the answers were grouped in the following order: YES = sum of the answers stressful and very stressful; NO = sum of the answers not stressful and not very stressful.

It should be noted that the research presented here was duly approved by the Research Ethics Committee of the Federal University of Mato Grosso, under Opinion nº 4.240.068.

The Results

Initially, the profile of the participants should be highlighted, as it represents the average found in the research, thus serving only for didactic and correlational references, and all the individual differences of the participants must be respected.

Graph 1 - The socioeconomic and work profile of teachers in the Mato Grosso state public education system



Source: authors' design.

The predominant gender is female, in an age group of up to 45 years, with a specialization in education, working predominantly in two shifts (morning and

afternoon) for an average of 30 hours a week and living with a partner. The majority are stable civil servants and have worked for an average of 7 to 25 years, working in urban schools with more than 200 pupils.

Teachers' professional satisfaction/dissatisfaction with teaching

Satisfaction is undoubtedly the antonym of work-related stress, seeing as the level of satisfaction is inversely proportional to the effects of the stressors resulting from a worker's daily life, since the lower the intensity of these stressors, the greater the likelihood of satisfaction being established in the workplace, while properly respecting each worker's individual profile in terms of their response to these stressors. According to McClelland (1972) "An individual who is unable to express and achieve an understanding of their true needs in the professional sphere may be destined for financial failure, emotional exhaustion or compromised productive capacities".

In terms of teaching, the level of satisfaction is linked to the teacher's well-being and closely correlates with the entire pedagogical chain that surrounds them. Teacher job satisfaction stimulates a series of positive feelings and attitudes that favor good interpersonal relationships with the entire school community, thus improving student learning. The reverse should also be seen as true: teachers exposed to a feeling of job dissatisfaction don't keep this feeling exclusively to themselves, but socialize it in their actions and behaviour, consequently affecting the entire school structure. In this sense, Ramos and collaborators (2016) state:

Teacher job satisfaction has been linked to the level of teaching performance and efficiency in achieving teaching objectives. It is understood that teachers who are more satisfied with their job achieve better results and for this reason it has been considered a fundamental aspect of teaching. Better levels of satisfaction can result in improved school results.

According to Robbins et al. (2011, p. 70) "A person who has a high level of job satisfaction has positive feelings about their job, while someone with a low level of satisfaction has negative feelings".

In a broad perspective, this topic sought to quantify the job satisfaction rates of teachers in the Mato Grosso state public school system, based on a direct questionnaire, in which participants identified their current feelings towards their profession, stating that they were satisfied or dissatisfied, or whether they felt indifferent towards it. The development of this construct was based on the understanding that job satisfaction is derived from a variety of day-to-day factors at work, but, above all, from a social, cognitive and affective perspective.

Regarding the relationship with the profession

In response to this questionnaire, the following absolute values were obtained:

- ✓ Teachers who expressed satisfaction 1.945
- ✓ Teachers who expressed dissatisfaction 1.261
- ✓ Teachers who expressed indifference 421

The values presented were obtained by excluding teachers who expressed that they were indifferent to their profession, as it was not possible to identify their job satisfaction. This exclusion results in the following percentage breakdown:

- ✓ Teachers who expressed satisfaction 60%
- ✓ Teachers who expressed dissatisfaction 40%

Despite the predominance of job satisfaction, the percentage of dissatisfaction is reasonably worrying, especially if the analysis is in relation to the total universe of the network surveyed, in which case the percentage of 40% would estimate something close to ten thousand teachers dissatisfied with their profession in Mato Grosso.

Among the participants who said they were satisfied, a considerable proportion did so with a number of caveats. Even though they said they were satisfied, the participants reported some work stressors that bothered them when carrying out their duties, for example:

The lack of interest on the part of many students and the lack of responsibility on the part of some colleagues, but I like what I do and I try to do my best, and the challenges push me to seek out more knowledge.
(Teacher 1177)

The satisfied participants also have a peculiarity that deserves to be highlighted: the fact that teachers at the beginning of their careers, along with their feelings of satisfaction, have feelings of distrust, simultaneously expressing job satisfaction and doubt as to whether they are in the right professional career for them:

[...] I don't know if I'll ever feel completely fulfilled at work, I don't feel like a good professional, I don't even know if what I'm doing is really right, I don't really understand what I'm supposed to be doing, I feel unprepared, the judgmental look of my colleagues makes me fearful about my work, the large number of students in the classroom, the lack of understanding from parents about the number of students in the classroom, the work I bring home, the lack of a social life in response to the amount of work I bring home [...], I often wonder if that's what I'm really good at. The number of times I get

shivers in the classroom out of satisfaction has increased compared to last year, but I wonder when the fear and shame of being judged by professional colleagues and parents will end. (Teacher 3442).

In the group of dissatisfied teachers, three stressors stand out in their narratives: teacher devaluation, violence and students' lack of interest. These three narratives appear to be the main reasons for teacher dissatisfaction.

Devaluation is attributed to a range of factors, including the lack of professional recognition from parents and society, as well as salary issues:

[...] In other words, we continue to take work home with us, which significantly increases job dissatisfaction, and there is a devaluation of salaries, a feeling of being undervalued as professionals and, consequently, an intensive increase in stress. For me, the near complete absence of discipline in the classroom is a very stressful factor. (Teacher 1494).

Violence is another factor widely present in teachers' reports as an agent promoting job dissatisfaction. Reports of verbal and even physical violence between teachers and students, teachers and parents, and teachers and the outside community are mentioned:

The violence happens in the classroom and the victim, who is me, is not supported by the state or by society itself. I've had to change my place of work, because the justice system has done nothing, the aggressors continue to go unpunished, I pay for my medical treatment, medicine, I work sick almost every day [...] (Teacher 1698).

The students' lack of interest is correlated with the lack of family support and educational policies. In many of the reports, dissatisfaction is attributed to the fact that the blame for students' failure to learn falls exclusively on the teachers' shoulders:

The daily search for methods to get those students who are totally uninterested and have no objective to take an interest is unsuccessful most of the time. We have a percentage of pupils who really don't want anything, pupils whose parents don't know what to do with them, and who, in the classroom, torment the lives of everyone there. All the responsibilities are assigned to the school and especially to the teacher, and nothing is done to ensure that families at least have the responsibility of teaching their children proper behavior. I consider this to be the biggest cause of stress at work and consequently the reason for teachers' illnesses. They are forced to put up with things that they would never accept from their own child. (Teacher 1443).

Satisfaction/dissatisfaction and changes of profession

Job satisfaction has been discussed in academic circles and is associated with the triggering of absenteeism and a drop in productivity, greatly affecting the professional development of workers and in many cases leading them to give up work. The teaching career

is admittedly included in this context of job dissatisfaction on the part of a considerable proportion of teachers.

The school, once seen as an erudite space, used to function as a “factory of the future”. Parents would enroll their children in order to provide them with future stability, both in the sense of knowledge and in the sense of getting a good job; the students, under the aegis of their parents, remained in school (possibly sometimes begrudgingly) because they believed in this factory. Nowadays, for Larocca and colleagues (2011, p. 1933), the school no longer has this significance:

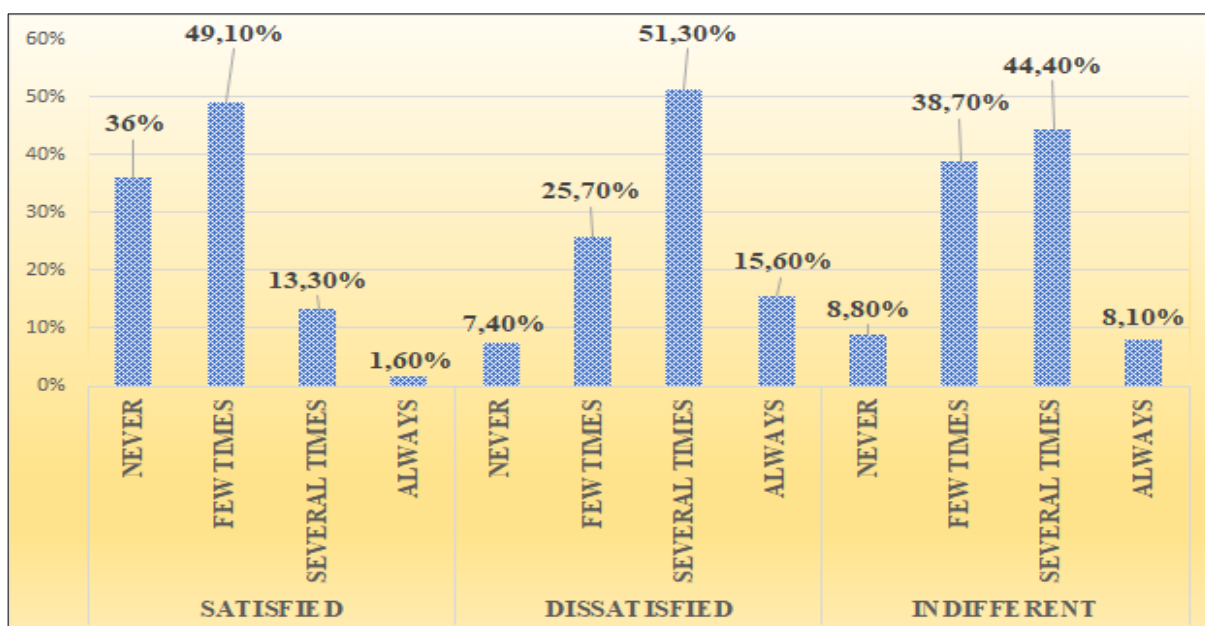
The discrediting of the teachers' social image is associated with the change in their traditional role in local circles, considering that for a long time, schools were a place for transmitting encyclopedic knowledge for the few who had the privilege of studying and they were seen as a means of economic and social ascension.

The aforementioned lack of prestige is made up of a variety of stressors that arise in teachers' daily lives, continue Larocca and colleagues (2011, p. 1934):

Many teachers are demotivated and suffer from low salaries, social discredit, a crisis of professional identity, overcrowded classrooms, a lack of recognition for their work, a lack of autonomy, an overload of activities that extend outside of their school day, as well as problems such as indiscipline at school, omissive parents, demands from managers, violence, drugs, lack of security, etc.

This context increases the risk of teacher illness, strengthening the Burnout Syndrome, as well as disenchantment at work and thoughts of changing professions.

Graph 2 - Satisfaction/dissatisfaction and changes of profession



Source: authors' design.

Graph 2 shows the relationship between the level of satisfaction declared by the teachers and their thoughts on a possible change of profession. The vertical axis shows the percentage responses and the horizontal axis corresponds to the *Likert* scale ranking of the possibility of changing profession.

Consistency can be seen in the distribution of percentages between those who are satisfied and those who are dissatisfied with their profession. Teachers who declared their job satisfaction concentrated most of their responses on the “few times” scale (49.1%), while those who declared job dissatisfaction did so on the “several times” scale (51.3%). Even those who were undecided maintained a coherent distribution in their responses, concentrating on the two intermediate scales (83.1%), reinforcing their position of indecision.

In order to create an index between the two variables shown in Graph 2, the following mathematical strategy was used: values were assigned to the scales on the horizontal axis (have you ever thought about changing careers?): (0) for *never*, (1) for *a few times*, (2) for *several times* and (3) for *always*. The frequency of responses on each scale was multiplied by its respective value and the result divided by the number of responses for each note on the vertical axis (level of satisfaction). In this way, the average could vary between zero and three, and the value of one and a half was used as a global understanding criterion to show a relationship between the variables. Therefore, the following averages and weightings were obtained:

Table 1 - Index of satisfaction/dissatisfaction and changes of profession

Thought about giving up						
Work satisfaction	Never	A few times	Several times	Always	Total	Average
Satisfied	701 x 0 = 000	955 x 1 = 955	258 x 2 = 516	031 x 3 = 093	1564 / 1945	0,80
Dissatisfied	093 x 0 = 000	324 x 1 = 324	647 x 2 = 1294	197 x 3 = 591	2209 / 1261	1,75
Indifferent	037 x 0 = 000	163 x 1 = 163	187 x 2 = 374	034 x 3 = 102	639 / 421	1,51

Source: authors' design.

Teachers belonging to the undecided group showed an indexed average between the two variables, close to the center of the possible variation (1.51), which is really in line with feelings of professional indifference. In this survey, the universe found was 421 teachers, which represents a percentage of 11.6%, corresponding to approximately 2,800

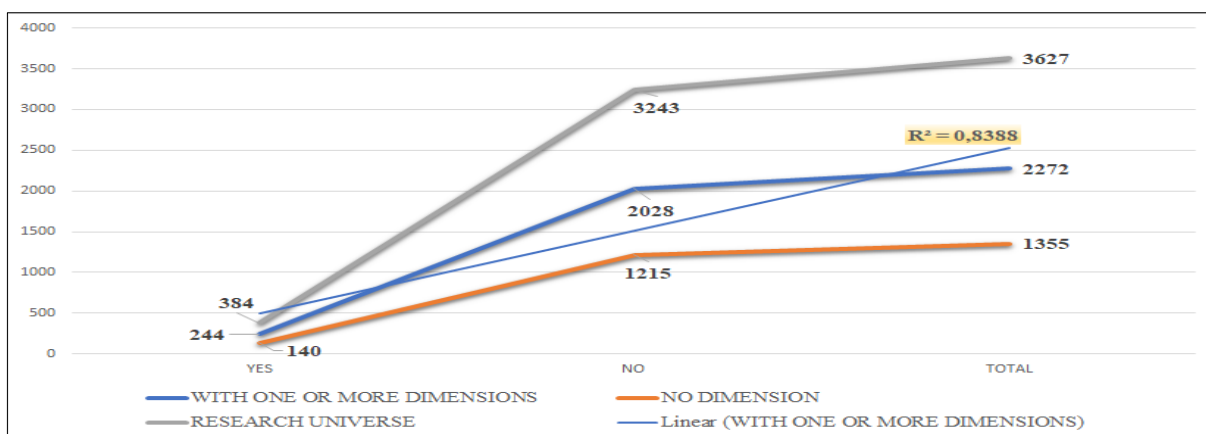
teachers in the entire state education system, and it would be appropriate for government bodies to work closer with this group in order to avoid a worsening of the situation, from indifference to possible dissatisfaction.

The data presented shows that satisfied teachers (0.80) are further away from the center of the mean (1.5) than dissatisfied teachers (1.75). This implies that dissatisfied teachers are closer to satisfaction than satisfied teachers are to dissatisfaction. This semantic reading of mathematics serves as a quantitative indicator, but the average number of approximately ten thousand teachers who are dissatisfied with their profession in Mato Grosso requires an approach by the state authorities in order to identify the causes of this dissatisfaction, as well as the adoption of public policies aimed at remedying this problem.

Satisfaction and the practice of other economic activity

The question presented to the participating teachers was whether they had any other remunerated occupation outside of teaching. Naturally, it is assumed that some teachers did not feel comfortable answering this question. However, the figures obtained show a high correlation ($R^2 = 0.83$) between the answers to this question and the positivity rates for burnout dimensions and the level of job satisfaction/dissatisfaction, concluding that even though they were pressured in some way by the fear of the anonymity of their participation in the survey, the participating teachers had positively correlated answers.

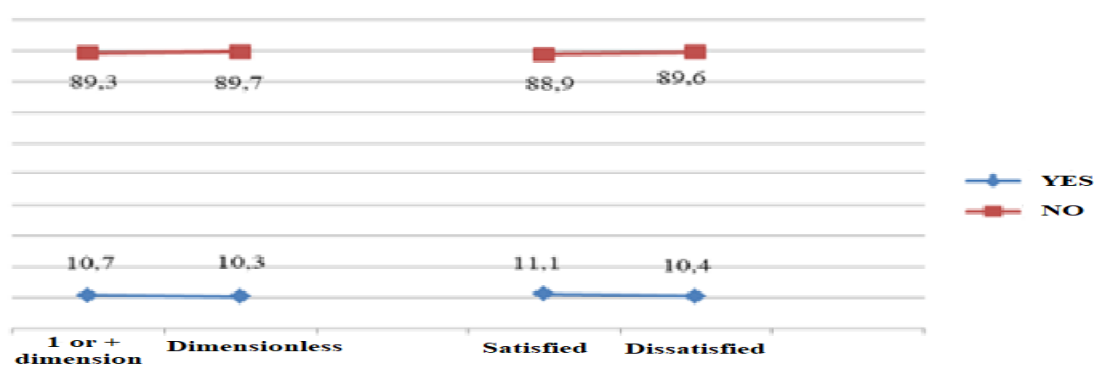
Graph 3 - Relationship between the dimensions of burnout and other economic activity



Source: authors' design.

The preliminary aim was to find out whether burnout encourages teachers to migrate to another economic activity outside the teaching field. Of the 384 teachers (approximately 10.6% of the survey population) who declared that they were engaged in a secondoray remunerated activity, 244 had positive scores in at least one dimension of burnout, which corresponds to 10.7% of the teachers who declared this, and 140 had no positive scores in any dimension, which corresponds to 10.3%. In other words, there is no influence of burnout on the practice of other economic activities, since the percentages of the two groups are practically identical, as shown in Graph 4, it can be seen that practically 90% of the participants do not practice any other income-generating activity, both those affected by at least one dimension of burnout and those who did not show any illness.

Graph 4 - Relationship between job satisfaction/dissatisfaction and other economic activity



Source: authors' design.

The data located to the left of Graph 4 represents the relationship between the dimensions of burnout and the practice of other economic activities by teachers in the network surveyed and has been rewritten to show the visual similarities in their percentages when work outside teaching is compared with the teachers' satisfaction/dissatisfaction indicator.

The visual similarity between the lines showing the data obtained corroborates the reliability of the teachers' answers to this question. In the answers, we have the indicators of 11.1% and 10.4% (very similar) of teachers carrying out another economic activity apart from teaching, where they respectively declare satisfaction with the profession and dissatisfaction with teaching. This reinforces the fact that there is no relationship between economic practices outside the teaching profession and the level of job satisfaction among teachers, since approximately 90% of satisfied and dissatisfied teachers work exclusively in their profession.

Job satisfaction and employment status

In order to ascertain whether there was a possible relationship between job satisfaction and the employment status of the teachers in the network investigated, the answers to the satisfaction/dissatisfaction variable were related to the employment status of the teachers: permanent and hired, resulting in Graph 5.

The first interpretation of the graph is legal, since the Brazilian Constitution, in Article 37, states:

Investiture in a public office or position depends on previously passing an entrance examination consisting of tests or tests and presentation of academic and professional credentials, according to the nature and the complexity of the office or position, as provided by law, except for appointment to a commission office declared by law as being of free appointment and discharge.

This provision was amended in its final wording by several other laws, aimed at making the original text more flexible and “opening up loopholes” for political orders to promote hiring in the public service without due legal observance of the constitutional chapter provided for. Such flexibility added the possibility of contracts:

In order to meet the **temporary need of exceptional public interest**, the bodies of the direct Federal Administration, municipalities and public foundations may hire staff for a fixed period of time, under the conditions and terms set out in this Law. (BRASIL, 1993, emphasis added).

The emphasis in the quote seeks to reflect on the understanding of the statement. The expression “exceptional public interest” is certainly easy to understand, considering the absolutely necessary case of hiring teachers in order to attend to students who are not assisted by tenured teachers. What remains difficult to understand is the expression “temporary need”: how can this need be temporary, considering the case of hiring teachers, since this temporary nature has not been undone for decades? How can this need correspond to more than 40% of the universe that makes up the state public education system in Mato Grosso?

Graph 5 – Job satisfaction and employment status



Source: authors' design.

Debates on the subject will no longer be unusual, just a reminder of the need to understand that the current issue between the level of job satisfaction and the employment status of teachers would be unnecessary if the laws were strictly observed, but in the meantime we live with the existence of these two subcategories within the teaching profession. The differences between the two subcategories are unfavorable to contract teachers. In this sense, Freund and Biar (2017, p. 2) state:

There are differences between “permanent staff” and “contracted staff” in terms of contracts, rights, career possibilities, roles and salaries, which makes the working relationships of the latter group more precarious than those of the former. Furthermore, we noticed that this formal differentiation is fed back into the symbolic sphere by the two lexical choices that name the two categories differently. Often present in the speech of students, staff and other teachers, the nominal categorization “contracted” is full of meanings with stigmatizing potential.

All this adversity should reflect in favor of permanent teachers, since they enjoy the stability and social prestige of such a job situation. However, despite the two subcategories showing a similar growing metric in the satisfaction index, contract teachers in Mato Grosso's public education service show a higher percentage (60.8%) compared to permanent teachers (47.9%).

In addition to that, we can't fail to mention one of the biggest stressors for contract teachers: the fear of being fired at any moment. This was expressed by Teacher 1644: “The devaluation of contract teachers, who have no rights and have to do the same things as a permanent teacher,” corroborated by testimony:

The fear of not being employed at the end of the year, because my contract is temporary, and after the points count, hoping to get a job again the following year, and when I don't manage to get one, I have to struggle to find another job so I don't starve. (Teacher 819).

The metrics of the two subcategories identified that the majority of teachers, both permanent and contract, are satisfied with their performance and their job. The higher percentage among contract teachers can be explained by the feeling of gratitude for getting a job, thus increasing their level of satisfaction and certainly their performance. On the other hand, if this feeling no longer persists among permanent teachers, the work stressors end up being greater than their satisfaction and, consequently, reducing their performance and exposing them to physical and cognitive illness.

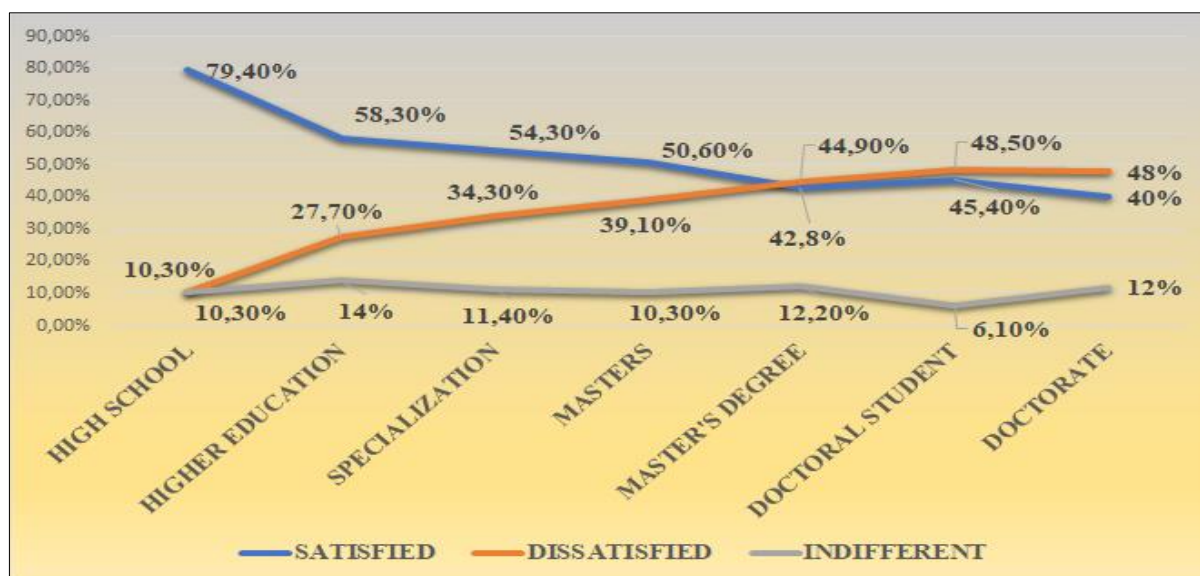
Teacher satisfaction and qualifications

In order to ascertain whether there was a possible relationship between job satisfaction and the level of education of the teachers in the network investigated, the answers to the satisfaction/dissatisfaction variable were related to a scenario of seven possibilities of educational levels: from high school (as we have seen there may be teachers with only this level of education, in exceptional cases, especially in indigenous schools) to doctorates.

The group of teachers who were undecided showed a certain homogeneity in their responses along the horizontal axis, oscillating at an average of 10.9%, with a minimum of 6.1% for teachers who are in postgraduate studies at doctoral level and a maximum of 14% for teachers who have a degree alongside a research qualification. One of the possible explanations for this situation could be the failure to grant leave for professional qualification, as described by Teacher 1324, who was unable to get time off work for professional qualification - a doctorate - and said that it was stressful to reconcile his studies with his work life.

Graph 6 shows that the inversion of the lines between satisfied and dissatisfied teachers is inversely proportional. The satisfaction rate among teachers who reported having a high school degree as their highest level of education is around 80%, compared to around 10% of dissatisfaction. For teachers with a university degree at the second level of the horizontal scale, the rates are 58% and 28%, reporting satisfaction and dissatisfaction respectively. Among teachers who have specialized in a field, the rates continue to show their proportional inversion, with those who are satisfied falling to approximately 54% and those who are dissatisfied rising to approximately 34%.

Graph 6: Teacher satisfaction and qualifications



Source: authors' design.

From postgraduate school onwards, the inversion process strengthens among the master's students, with the satisfaction rate being close to 50% and dissatisfaction reaching almost 40%. The inversion process is mathematically complete among professors with a master's degree in the Mato Grosso state public school system, as approximately 45% expressed dissatisfaction with the teaching profession and those who declared themselves satisfied fell for the first time in Graph 6 to approximately 43% of the universe surveyed, lower than those who were dissatisfied.

Among doctoral students, the satisfaction rate rose by 3.5 percentage points for the first time, but this factor can be attributed to the drop in undecided participants, who in this situation were below their average, thus strengthening the satisfaction rate. However, the increase is not enough to reach the dissatisfaction rate, which also rose to 48.5%. With professors at doctoral level, dissatisfaction stabilizes at 48%, but satisfaction drops again, closing the cycle with 40% satisfied and 12% undecided about their satisfaction.

It is estimated that the higher the level of satisfaction of one's needs, the better the individual's mental health is (Lester, 2013). In this perspective of the inversion of the satisfaction rate, which declines by approximately 50%, from 79.4% to 40% on the horizontal axis corresponding to the academic training of those surveyed, it becomes clear that state public policies, especially in their educational aspects, do not accompany the professional training of teachers, the teaching perspectives do not correspond to the desires acquired during a long period of postgraduate studies. The disenchantment is notorious with the vertiginous growth of dissatisfied teachers, initially 10.3%, reaching an increase of more than

360%, undoubtedly requiring the intervention of the state's constituted authorities to take a critical look at this percentage discrepancy.

It could also be inferred that, by pursuing postgraduate qualifications, teachers are aiming to leave their teaching jobs in basic education and move into higher education, which is recognized as a more financially lucrative field of work and, in many circumstances, less complex from the point of view of professional relationships. (Freire, 1991, p.58) "No one starts to be a teacher on a Tuesday at 4 o'clock in the afternoon [...] no one is born a teacher or marked to be a teacher. One keeps shaping themselves as an educator through practice and reflection on that practice".

The lack of appreciation and recognition leads to a loss of interest in the teaching profession, causing damage to teachers' physical and mental health. However, teachers don't fall ill on their own; along with them fall their students, who fail to acquire the minimum knowledge necessary for their development; their students' families, who fail to envision a more fruitful future for their children; their school community, which can no longer count on their enthusiastic force in providing the means to knowledge; and their government, which starts spending budgets in vain. The teaching career does not attract or encourage the formation of new teachers. Young people tend to choose professional areas with more economically viable prospects, because the ideology of being a teacher by vocation is grasped after financial stability, in view of the fact that there is no awakening of the vocation for the mission of educating without professional appreciation.

Final Considerations

The findings of this study reinforce the fact that discouragement in the teaching profession does not have a monopolistic source, but is distributed across numerous stressors that over time trigger physical and cognitive illness among teachers. The results confirm that 60% of the teachers in the network surveyed are satisfied with their job, although they still point to the conditions for improvement that are necessary for good teaching performance. The other portion who declared dissatisfaction mentioned various stressors, such as: teacher devaluation; violence; lack of interest from students.

Public policies are urgently needed to tackle the stressors found in the teachers' reports, especially in the group that makes up the dissatisfied group, since two out of three dissatisfied teachers said they had thought about changing professions *several times* or *always*.

It can be inferred that dissatisfied teachers are more exposed to professional disenchantment, so paying attention to the indicators is a reasonable way to implement teacher labor policies.

Another indicator of strong statistical coherence found in the data, which needs special attention, is manifested in the qualifications of the teachers who took part in the survey, since the inversion of job satisfaction is proportional to the rise in teachers' qualifications, and it is possible to see that there is a lack of a career plan in line with what is desired by this professional category. There is certainly a gap between what is desired and what is achieved with teaching specializations, which triggers the feeling of job dissatisfaction, not only affecting the disgruntled teacher, but also the entire structure of teaching and learning contemplated in their professional cycle.

Although the research was carried out on a probabilistic basis by simple random accessibility in terms of sampling, producing significant results from the universe surveyed, caution is advised in the results obtained here, as it was carried out in just one Brazilian state, so it is not possible to establish a generalized result for other Brazilian states or even make comparisons with other professional categories. There is certainly a need for further studies to corroborate or contradict the results presented here. Above all, these studies should preferably be longitudinal in nature, with the aim of making the data more “scientific”, to the detriment of a longer observation period.

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