



Factors promoting malaise or well-being along teaching profession according to the opinion presented by teachers at the final stage of their careers

Fatores que promoveram mal ou bem-estar ao longo da profissão docente na opinião de professores em fase final de carreira

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Abstract

The objective of the research was to identify the main factors that contributed to the malaise or wellness throughout the teaching profession in the opinion of teachers of municipal schools in Blumenau at the final stage of their careers. The wellness refers to professional achievement, promoting satisfaction and commitment, and malaise refers to dissatisfaction, sadness and discouragement that often leads to the teacher becoming ill. The research is characterized as qualitative and exploratory. As an

instrument of data collection, we applied a questionnaire to 34 teachers. Data were analyzed for evidence of satisfactions and dissatisfactions of teachers, and were categorized into four dimensions: personal, interpersonal, organizational and social. As factors that promoted malaise we highlight: low salaries, professional devaluation, inadequate physical structure, excessive workload, crowded classrooms, lack of family support in the monitoring of learners, and students' lack of boundaries. The main factors of wellness were identified as: the teacher-student relationship, the teacher-teacher relationship, student learning and continuous training. Therefore, they emphasized the organizational dimension as the largest promoter of teacher malaise and the interpersonal dimension as the largest promoter of the teacher wellness. The results also revealed that situations of prevailed to situations of wellness throughout the teaching profession of teachers of municipal schools in Blumenau, and nearly half of those surveyed - if they could go back - would have chosen another profession. This indicates that we must urgently develop collective actions that increase wellness situations in the teaching profession.

Keywords: Teacher malaise. Teacher wellness. Teaching profession.

Resumo

O objetivo da pesquisa foi identificar os principais fatores que contribuíram com o mal ou bem-estar ao longo da profissão docente na opinião de professores da rede municipal de ensino de Blumenau em fase final de carreira. O bem-estar refere-se à realização profissional, promovendo satisfação e comprometimento, e o mal-estar, à insatisfação, tristeza e desânimo, que, muitas vezes, levam ao adoecimento do professor. A pesquisa caracterizou-se como qualitativa e exploratória. Como instrumento de coleta de dados, aplicou-se um questionário a 34 professores. Os dados foram analisados buscando evidências das satisfações e insatisfações dos docentes e categorizados em quatro dimensões: pessoal, interpessoal, organizacional e social. Como fatores que promoveram mal-estar, destacaram-se: baixos salários, desvalorização profissional, estrutura física inadequada, carga horária excessiva, turmas lotadas, ausência da família no apoio e acompanhamento dos educandos e falta de limites dos alunos. Como principais fatores de bem-estar, tiveram destaque: relação professor-aluno, relação professor-professor, aprendizagem dos alunos e formação contínua. Portanto,

destacaram-se as dimensões organizacional e interpessoal como maiores promotoras de mal e bem-estar docente, respectivamente. Os resultados revelaram, ainda, que prevaleceram situações de mal-estar em decorrência de situações de bem-estar ao longo da profissão docente dos professores da rede municipal de ensino de Blumenau e que praticamente a metade dos pesquisados, se pudesse voltar, escolheria outra profissão. Isso sinaliza que é preciso urgentemente desenvolver ações coletivas que ampliem situações de bem-estar na profissão docente.

Palavras-chave: *Mal-estar docente. Bem-estar docente. Profissão docente.*

Introduction

Throughout our studies on the role and training of teachers we found articles that made us understand that it is impossible to separate the personal and professional dimensions of education workers. Nóvoa (2009) emphasizes that the teacher is a person and that the person is the teacher; we teach and what we are, what we are is a lot of what we teach. This perspective leads us to understand that: teachers are whole people. It is not about returning to a romantic vision of teachers (to vocational or missionary concepts). It is, rather, to recognize that the necessary scientific and technical nature of teaching do not exhaust the whole of the teacher being. And it is essential to strengthen the person-teacher and the teacher-person (NÓVOA, 2009).

However, our reading leads us to also realizing that the teacher person is not well. The problems related to teacher's satisfaction are known from the literature. "El malestar docente", the "malaise enseignant" or "teacher burnout" are expressions that have recently entered the everyday vocabulary of the teacher to highlight the negative effects that affect their personalities today. According to Romão (2007), still little known in Brazil, the *Burnout Syndrome* literally means "completely burn out", "extinguished like a candle", "lose energy". This is the Burnout Syndrome, when the teacher loses the sense of any relationship to his/her work, and, in most cases, loses the

very meaning of life. Codó (1999), who led a study that took place in Brazil on the *Burnout Syndrome*, named it as the “Educator’s Quitting Syndrome”.

About this topic, we also highlight the work by Esteve (1987), who showed the malaise of teachers in Portugal. The term initially adopted by Esteve in 1994 (translated to Brazil in 1999) represents the alarming situation for teachers who are unmotivated or experiencing health problems, thus impairing the good performance in their pedagogical work. This picture is so disturbing that the International Labour Organization characterized the teaching profession as risky both physically and mentally.

In contrast, new studies reinforce the teacher wellness explaining that it is a condition leading to good educational practice (MARCHESI, 2008). As Picado (2009) proposes, despite the seriousness of the malaise in teaching, many teachers can react by adapting to professional difficulties stemmed from the rapid change in society, succeeding in developing wellness in teaching. However, the causes of wellness and malaise are not totally clear in Brazilian teachers. We know that in Brazil, low salaries are one of the main reasons for dissatisfaction among practicing teachers. In Blumenau - SC, beyond this aggravating factor, environmental issues have caused dissatisfaction throughout the community in Blumenau and region. However, there must be other factors, and the attempt to identify them is what we propose to conduct this research.

Because teacher malaise has very negative psychological and educational repercussions (MANDRA, 1984) and teacher wellness is a lever on the quality of education - and consequently, to school learning, it is essential that they are objects of research, for they can contribute with reflections leading to the improvement of education. In this sense, our intention is not only to raise negative factors to the profession, but also positive factors that contribute to the welfare of teachers. In summary, this study researched teachers of Municipal Schools in Blumenau, in the final stages of their careers, seeking answers to the question: What are the main factors that caused malaise and or wellness of teachers throughout the teaching profession?

According to Picado (2009), there are two reasons for the importance attached to the issue by the international scientific community: on the one hand, the need to find new ways of understanding the teaching profession, and on the other hand, the need to make operational decisions that effectively transform this exercise. The first one turns to the realm of ideas, to our understanding / interpretation of what the teacher is today and the second to the scope of training, understood broadly, so as to lead the teacher to experience professional welfare although they have to live with different problematic situations.

Therefore, the main objective of this research is to identify the main factors that contributed to the malaise and / or wellness of teachers throughout their teaching profession in the final stage of their careers at the Municipal Schools in the city of Blumenau. The results wish to highlight the prevalence of a positive or negative evaluation on the teaching profession in our county by teachers themselves according to teacher malaise or wellness.

Teacher malaise

According to Esteve (1987), the term teacher malaise is a concept of pedagogical literature that is intended to summarize the set of reactions of teachers as a misfit professional group due to accelerated social change. It is a term used when you want to describe the negative and lasting effects that affect the personality of the teacher as a result of social and psychological conditions in their work. He conceptualizes teacher malaise as the behaviors that express job dissatisfaction, high level of *stress*, absenteeism, lack of commitment in relation to the profession, desire to abandon the career and, in some situations, may result in states of depression.

Several sources indicate that in recent years the process of increasing responsibility and rapidly changing social context generate many changes in the role of the teacher, creating discomfort for many of them. In Portugal, Jesus (1998) has been investigating this issue

and understands that the concept of teacher malaise is a phenomenon that is influenced by many factors, like sociopolitical, personal and vocational training ones. He also considers that the social changes which have occurred, especially from the mid-twentieth century onwards, have significantly influenced education and contributed decisively to the devaluation of the role of the teacher. The main changes for Jesus (1998) were:

- a) The information age: in the past, knowledge transfer was attributed to the teacher. Currently the *media* and *internet*, among others, have also assumed this function;
- b) The democratization of education: school became compulsory, the number of students and teachers has increased, but teacher training does not meet the needs and many took on the teaching profession without having any personal identification with it;
- c) The new requirements: beyond the knowledge of new methods and techniques of teaching, the teacher also takes on the educational function that the family once had, and is still liable for: extra-class activities, meetings, preparing lessons, correcting activities and evaluations of students etc;
- d) Lack of materials: teachers cannot always put into practice what they wish, since the rooms are usually crowded and without enough material and physical resources, not to mention the lack of incentives for teacher training;
- e) Salary: other professions with lower or equal level of training, usually get a much higher salary than the teacher, diminishing the *status* of the teaching profession.

In this sense, researchers who focused their studies on teacher malaise have a concern about the negative impact of demotivation of teachers in education quality. Codó (1999) conducted a survey of 39.000 educators in Brazil, which showed that almost half (48%) of teachers has the burnout syndrome. But even though we have this high percentage of

teachers with this disease, according to Benevides-Pereira (2002, p. 4), it is still unknown by many teachers. “[...] although the first publication dates back to the late 60’s, consolidating in the next decade in our country, even being considered as an occupational disease it is still unknown to most of our employees”.

In a survey conducted in Europe, Esteve (1999) highlights the main factors to teacher malaise: the weakness of the material resources and working conditions, violence in educational institutions teaching stress and accumulation of demands on the teacher, the change of the teacher’s role (bureaucratization of the profession and transfer of family responsibilities to the school); modification of social context (multiculturalism and inclusion); redefining the goals of education and the advancement of knowledge (mass education and constant changes of teaching methods). The results of the chronic teacher malaise in which teachers live in carry a heavy cost to teachers, students and the education system. Esteve (1999) highlights some of them: problems of adjustment and balance relating to the real problems of teaching practice in contradiction with the ideal image of the teacher, sick leave, increased retirement requests, request for part-time jobs and rejection of the profession; stress-related diseases, requests for change of school; inhibition of the teacher related to his/her work and the use of a more rigid and distant style, in which the relationship is reduced to the strict scope of content, avoiding dialogue and critique.

In summary, the studies presented indicate that today, more intensely, the submission of the education worker to holding a job emptied of its meaning compromises the achievement of education for emancipation and autonomy. Low wages, poor working conditions, professional devaluation are some of the factors - plus the changes in work and its implications for the relations of production - that collaborate for the aggravation of this situation. The teacher, in order to minimize the discomfort from the exercise of a work activity where they lapse their energy, looks for ways to escape the malaise that reaches him and calls society for help.

Teacher well-being

The work of teachers is full of emotions. Emotions play a key role in the professional satisfaction of teachers. As Andy Hargreaves (2004, p. 97) points out, “emotions are at the heart of education”. To Marchesi (2008), the work in education is mainly based on interpersonal relationships with students and colleagues, which is why emotional experiences are permanent: anger, joy, anxiety, affection, concern, sadness, frustration, etc. It is well-known that the job of a teacher is emotional, but not all teachers experience the same emotions. The balances of these feelings depend on their working conditions. This author also emphasizes that the emotional wellness is a prerequisite for good educational practice. The teacher must feel well to educate well, without forgetting the fact that the emotional wellness must be accompanied by knowledge and moral responsibility so that the teaching activity reaches its maturity. That is why we have recently turned our attention to the welfare of teachers.

To Jesus (1998), the term teacher wellness translates the motivation and teacher performance under a set of skills and resilience strategies developed to perform their work in the face of demands and professional difficulties, overcoming them and improving their performance. It is a kind of positive feedback that teachers make about their own lives. In this sense, according to Picado (2009), the wellness becomes the object of research mainly of the positive psychology field.

The teacher wellness is seen as a necessary factor for the wellness of students. The motivated teacher is more likely to have students who also possess such characteristics. As Marchesi (2008) points out, it is a necessity from the very meaning of the teaching activity and the realization that, to a large extent, the power of education lies in the encounter, communication complicity in shared projects, the sensitivity, the goals achieved and concern for others. Marchesi (2008) highlights that collaboration and teamwork are contributing factors to maintain the morale of the teachers, because it facilitates trust and mutual support.

Therefore, the wellness needs to be the target of interest both for general education as for teachers themselves. Regarding the educational administration, it has been proven that a good part of the emotional balance of teachers depends on the working conditions. When management provides training and support for innovation projects of teachers, the probability they feel more satisfied increases. Resources available and the conditions in which teachers do their work also need to be observed. Marchesi (2008) argues that in schools in which difficulties increase as a consequence of the social-cultural context in which they are located, or the characteristics of their students, teachers should have more favorable means, time and conditions than others. It is not possible to treat all schools in a similar way. It is necessary to appreciate the job which is well done, encourage and support innovation, collective work and strengthen the professional identity of teachers.

With regard to teaching, the teacher himself must take care of his emotional and professional wellness. For Wenger (1998 apud MARCHESI, 2008), professional identity is composed of different dimensions and relationships that need to be integrated: personal experience, the feeling of belonging to a community, the learning trajectory and the various affiliations to different groups. Confidence and self-esteem related together establish the basic core of professional identity. Marchesi (2008) points out that having colleagues and friends to share and innovate as well as keeping enough distance, accepting commitment with passion, assists this process. Therefore, emotion and commitment, affective and ethical life are closely related.

Methodological procedures

Our study was the result of a qualitative and exploratory study. Data collection was performed using a questionnaire with closed and open questions to teachers who were in the final stages of their careers (with up to five years for retirement in the first half of 2010) in the Municipal Schools of Blumenau. We asked for permission of the Secretary of Education of the City

to enter public schools as researchers. The survey of the names and contacts of teachers- subjects of research was done directly at the pedagogical coordination of seven randomly selected schools in the municipality.

The questionnaires were delivered into the hands of pedagogical coordinators of each school who were willing to help us in collecting the data. The pedagogical coordinators were responsible for delivering and explaining the data collection instrument giving teachers ten days for completion and return.

After fifteen days of delivery, we returned to the schools to collect the questionnaires directly from the hands of the pedagogical coordinations of the research schools. Thirty-four teachers participated in the survey, responding to the questionnaires, who were expected to retire by the year 2014. Most participants had 25 years or more of experience in teaching and acting in elementary school. Regarding the education of participants, all attended undergraduate universities and 16 also held a graduate-level specialization degree and one a master's degree.

After thorough reading and interpretation of questionnaires, we analyzed the factors that promoted malaise or wellness throughout the teaching profession in the perception of the participating teachers and organized the data into four dimensions: personal, interpersonal, organizational and social. In order to respect the teachers' own statements, we chose to present the data in dimensions previously presented for both the malaise and the wellness. However, we stress that, given the complexity of the separation of data, we had many difficulties to classify them in one or another dimension. As pointed out by Mosquera and Stobäus (1996, p. 141), "the teacher malaise is a social disease that leads to a personal disease and is caused by the lack of support from society for teachers, both in the field of teaching objectives, as in material compensation and the status recognition attributed to them". Also in this direction Esteve (1999, p. 12) warns us that "Pain is something determined that we can find. The disease has clear symptoms. When we use the word "malaise" we know that something is not right, but we are not able to define what does not work and why".

In this sense, we must point out that the data were organized into dimensions in order to facilitate the analysis, but it is necessary to understand these dimensions which are so closely intertwined.

Factors that promoted malaise in the perception of teachers

The term teacher malaise appeared in educational literature as an answer to teachers' reactions against their inadequacy in the face of social changes which the teaching profession had been facing. This teacher malaise involves feelings of demoralization, demotivation and disillusionment coming from teachers "due to the vicissitudes of the process of identity reconstruction in which the emergency of change [...] as the purpose of education, irreversibly placed them" (PICADO, 2009, p. 2).

Among the responses obtained with the subjects of our research, which caused more malaise about the teaching profession in the perception of teachers is mainly focused on organizational factors, followed by interpersonal and social factors. Organizational factors were the most frequently reported by the subjects as provocateurs of malaise. The following are some sayings that exemplify this statement:

Unsatisfactory payment, many requirements of SEMED/PMB and few rewards and professional development, continuous education badly offered and performed (P. 3).

Low wages and poor infrastructure (P. 5).

Professional devaluation, indifference of the government in relation to education, overcrowded rooms; conflict between families x schools, lack of commitment (family, government, professional), violence x discipline, lack of commitment and responsibility on the part of students, lagged salaries (P. 11).

The data show some discontent of teachers with the government, especially with regard to salary depreciation and poor school infrastructure

in which they operate. As Wajskop (2009) says, we have witnessed investments in educational reform in Brazil and around the world in the past two decades, in order to meet the challenges of modern societies. The advances are evident in the quantitative expansion in all levels of education, particularly through the entry and permanence of more students in educational institutions and in the elaboration of public policies and actions aimed at quality and equitable education for all. However, despite all these efforts, we have failed to achieve many of the goals established and regulated in our country regarding the quality of education and the appreciation of the teacher's work.

As a result, the role and function of teachers are questioned more and more, seeking support in teachers, principals and education specialists for the effective implementation of the reforms in the classroom. Paradoxically, however, the teachers that are fundamental characters of this scenario have been little heard (WAJSOP, 2009, p. 7).

The submission of the teacher to holding a job emptied of its meaning compromises the achievement of education for emancipation and autonomy. As evidenced by the words of teachers presented in the table above, low wages, poor working conditions, training disconnected from teaching practice, and professional devaluation are some of the factors that contribute to the worsening of teacher malaise.

Our educational systems, stacked and bureaucratized, and hastily reformed by the successive officials who wished to confront the urgent social changes, have multiplied the conflicting requirements, complicating the teachers' lives even more, without, however, being able - as publicly acknowledged by these same officials - to have appropriate teaching structures adequate to the new social demands. Society and education administration accuse teachers of being an obstacle against any attempt of renovation. Teachers, in turn, accuse education administrations and the society of promoting bureaucratic reforms without practically giving them the material conditions and work necessary for a genuine improvement in their daily teaching activities [...] (ESTEVE, 1999, p. 22).

Interpersonal factors also stood out as promoters of malaise among teachers. See the following:

Students without limits, without values, without education, lack of parental guidance in relation to their children's studies (P. 4).

Living with people dissatisfied with what they work with who do not have the courage to seek new horizons (P.12).

Destructive criticism, competition among teachers. Lack of commitment of some parents towards the education of their own children (P. 23).

The main complaints of teachers regarding the interpersonal dimension are related to lack of collectiveness among teachers and the lack of the family in supporting and monitoring the students, and as a consequence, the lack of limits on students.

the breakneck pace of life in modern societies, with the entry of women into the labor market, the placement of grandparents in forgotten "warehouses", the growing number of single parent families or pluriparental ones (two parents, two mothers), the illusion that a good toy replaces a gesture of affection or a story, because there is no time for that ... well, all that kind of emotional deprivation that the student is eventually a bearer does significantly increase their responsibilities in areas previously devoted to the intimate sphere of the family. He is expected nowadays to take on, little by little, the role of a substitute for the father or mother, or at least the friend and companion in whom the student can trust (SOUSA, 2001, p. 7).

The family giving up its educational responsibility, but requiring the same and thus, increasing responsibilities and demands on the teacher, certainly contribute to alleviate the teacher malaise experienced by teachers.

The emerging social values undoubtedly affect the teaching activity, making it increasingly complex and demanding. As highlighted by Romão (2007), in recent years there are people and institutions taking care of the various components and actors of the educational systems, but there are few people caring for teachers. On the contrary, society

has made them responsible for nearly all social problems, deriving them from bad education, and increasingly charging them for more varied and complex activities, required before from other institutions such as the family. Certainly, because of this social pressure, most professionals have developed a number of pathologies, which can be summarized in what is conventionally called “teacher malaise”. The factors from this malaise may vary from place to place, but, in general, are combined in a kind of “structural dysfunction”. That is, the teachers are no longer able to deliver the tasks that contemporary society demands of them and, therefore, may be endangered, as Cortesão (2002) points out. From there, maybe, comes the lack of many professionals in various fields of knowledge in our country.

We stress, however, that we can not foresee evidence of personal factors as promoters of teacher malaise in the teachers’ responses. This, in a way, made us think about the lack of teachers’ reflection about themselves, resulting in no meta-reflections, i.e., according to a characterization by Sá-Chávez (2005), we did not detect in the teachers’ responses complex levels of reflective logic as the metacritical level, in which the individual analyzes himself, recognizing himself as being responsible for the event focused; and the meta-praxical level, in which the individual, when recognizing his role (theoretically), uses this knowledge to change the context where he is inserted.

Factors that promoted teacher well-being according to the perception of teachers

Among the responses obtained with the subjects of our research, the factor leading to greater wellness in the teaching profession in the perception of teachers is primarily focused on interpersonal factors, followed by social factors, personal and last, by organizational factors. Organizational factors were the most frequently reported by the subjects as causing wellness. The following data show such a result:

School experiences that made possible to share knowledge, questions, values and norms to be followed by us teachers and our students, from the exchange of our experiences in the various school spaces and times (P. 1).

The recognition of my work and dedication by students (later); satisfaction of having contributed to the educational, personal and professional formation of my students; to be recognized by them in public with greetings and pleasantries (P. 4).

The student learning. The affection of the children toward the teacher (P. 9).

As for interpersonal factors, teachers highlighted mainly the teacher-student and teacher-teacher relationship. As already presented in the text when we discussed about the teacher wellness, for Marchesi (2008) it is critical in this process to keep colleagues and friends so that we can share and innovate. Teaching is based primarily on interpersonal relationships with students and colleagues, which is why emotional experiences are permanent. Collaboration and teamwork make teachers more excited about their pedagogical work.

Student learning, a primary responsibility of teaching, was also highlighted by teachers as something which promotes wellness. In this sense, changing to a school “focused on learning”, as evidenced by Nóvoa (2006) is a path that can enlarge situations of wellness in teachers.

Social factors were also mentioned by the teachers.

See students in successful professional activities (P. 6).

Feeling part of the evolution of a community; having students and their families together in the process in general; being part of the history of life of many families, a teacher in the true sense of the word (P. 20).

Students' development as individuals and professionals, making good social projects (P. 25).

The social and ontological teaching was evident in the responses of teachers, which contributes to their recognition as a

participating subject in the production of their history and, in particular, of their culture.

With regard to the personal dimension as a promoter of wellness, which did not appear in the teachers' responses when referring to the factors that caused teacher malaise, we noted:

Professional growth, commitment to education, responsibility for children, participation in courses involving learning; finally, growth and development in all areas (P. 23).

Find students who have the pleasure of studying, who seek the teacher to expand their knowledge and mostly find former students who say years later that they felt the "love" for teaching in you (P. 30).

Realize my growth involving concepts; assessment, special education, interdisciplinary planning, descriptive report cards, specialized care, development and applicability of neuroscience in Pedagogy (P. 33).

Given the complex and conflicting situations that teachers face on a day-to-day work, it is essential that the teacher sees himself in the process, realizing he is an active agent, a builder of the common wellness, but that for this to happen he necessarily needs to become self-reflective. "[...] The competent professional has reflective self-development capabilities" (NÓVOA, 1997, p. 27).

In this direction, Romão (2007, p. 17) corroborates stating:

[...] The most important is that the subject of pedagogical mediation, students and educators, are above all human beings, people of flesh and blood, surrounded by something not visible or palpable, but constituting the most important factor of health when balanced: the affective component. And the affective components can only do well to others when they do well to ourselves. To put it more simply, the educator cannot help anyone to self-educate if he proves not to be an educated person himself, i.e., balanced, stable, able to love. An educator massacred by teacher malaise will never be able to do any good to anyone, because he is not at ease with himself.

In this sense, re-enchanting with the teaching profession entails, at first, re-enchanting with yourself as a professional and person.

Few responses showed contentment of teachers with organizational factors. Among them we include:

A short period (1990-1992) when there were numerous courses through SEMED, where there was "will" for teachers wanting to improve (P. 3).

Courses for professional development, friendships, study tours, cultural shows (P. 16).

Continuous teacher training can be a strong area promoting wellness in teachers. When it is continuous, permanent, with good quality it imposes itself as a means to enhance the teaching work. When it is an analytical approach, stemming from conditions of work and inviting teachers to reflect on their practice, preferably organized in reflexive communities, teachers become agents of their own training.

Brief considerations

The challenges for teachers posed by society today are constant and increasingly demanding, exacerbating their functions. On the other hand, we are currently submitting the teacher to accelerated workloads with a larger number of students per classroom, decreasing their salaries, professional devaluation, extremely low maintenance of the physical structure of educational institutions, and these factors have contributed with the teacher malaise of teachers-subjects in this study. Complaints under the interpersonal dimension, such as lack of family support and monitoring of learners, and the limitlessness of the students were also aspects that predominated as promoters of teacher malaise.

Given this context, we understand that the teacher malaise has organizational, interpersonal and social causes, as evidenced in the data analysis, and passing over them we noticed a strong sense of powerlessness

in the face of tasks that teachers have to perform to meet the increasingly large and complex demands that they are charged by our contemporary society. The survey data showed that when teachers reported to factors causing teacher malaise, they all turned to more external aspects. The reverse happened when they thought of factors promoting wellness, when they looked inwards, giving them a more internal characteristic.

As promoters of teacher wellness we highlight interpersonal factors such as the teacher-student and teacher-teacher relationship. With continuous teacher training of good quality, teachers feel valued. Student learning, feeling as an active subject in the historical society promoting culture, are other aspects that have brought satisfaction to teachers participating in the research.

However, all participating teachers attested experiencing more situations causing teacher malaise than wellness during their career. And most aggravating is the fact that almost half of teachers (44%), would choose another profession, if they could go back in time.

To reverse the current context, in which factors causing teacher malaise predominate, we agree with the idea of the need for each teacher to become a builder of wellness from a systemic project, promoting positive synergies on himself, his students, other teachers, the school, families, and the community. For that, he must constantly analyze his performance through meta-reflections. However, this is not enough. It is essential that public policies of education, different educational organizations, among them the schools, give new answers to the problems of the teachers. It takes a systemic linkage between the school community collectively and cooperatively seeking the resolution of real and concrete problems in education.

It is important that teachers are well to educate well. And the responsibility for the welfare of teachers rests with the educational administrations and teachers themselves. The educational authorities should be aware that the professional development of teachers and quality of teaching depends to a large extent that teachers feel they are understood, valued and supported, allocating funds and resources to do so. Teachers, in turn, must

recognize that the quality of their work and their job satisfaction depends heavily on their emotional balance, and they need to pay attention to their own care. A critical and reflective stance on their practice and collective-cooperative one about the school are essential for the necessary current change.

In summary, although the data showed inconclusive results, they refer to the need for a collective reflection of all those involved in education about what can be done today in the schools we have, with the physical, economic, legal and human resources that we have, in order to relieve teacher malaise, leveraging aspects that enhance the teacher and hence their welfare in their occupation. It is also necessary to contribute to a constructive and positive teaching profession, helping teachers to prevent and act on key indicators of malaise and, crucially, to become promoters of teacher wellness.

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