

Quantitative methods and studies of psychic disorders and job satisfaction of teachers of the prison system in the Amazon, Brazil

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Abstract— Objective: To analyze the level of mental suffering and the level of job satisfaction in 85% of the teachers of the state education network who work in the prison units in the city of Porto Velho, Rondonia, Amazonia, Brazil. Method: This is a cross-sectional study; and for the data collection, three structured instruments were used: the sociodemographic questionnaire; the Self-Report-Questionnaire Questionnaire (SRQ-20), and the OSI-Occupational Stress Indicator Scale, Measured by Likert Scale. Results: The results showed that 12.5% of the teachers presented minor psychic disorders, considered as indicators of evidence of mental distress. Satisfaction in the work had indexes similar to those found in the literature, presenting the highest proportion in the intermediate variables, that is, their highest frequencies are in the range of some

dissatisfaction, with 32.28%; and 32.04% with some satisfaction. The highest index of dissatisfaction is in the variable that refers to salary, with 29.4%. Conclusions: From the results, it is possible to indicate a possible association between job satisfaction and mental suffering. This study will provide great reflections on the teaching practice in prison units and will contribute to the occupational health of teachers working in prison units, allowing a rethinking of public policies in education and health in the context of the prison system.

Keywords— Prison System. Amazon. Psychic disorders. Teachers. Sociodemographic.

I. INTRODUCTION

Education in recent years has been identified as a possibility for the recovery and re-socialization of the

inmates of the various prison units scattered throughout Brazil. According to data collected by the federal government, 96.6% of the young people who committed an infraction did not complete the elementary school. The same data also point out that the incidence of infractions is directly related to the social deprivation of the communities in which the events occur¹.

Indicatives presented by the Ministry of Justice indicate that a quantitative of approximately 18% of prisoners engaged in educational activities. Although the majority of this population is structured by people with low levels of schooling, 70% did not complete elementary education and 10.5% are totally illiterate¹.

To minimize the data presented, an essential figure emerges in this process, the teacher. Meeting the new social and specific requirements is not an easy task, because the teaching practice already requires a lot of this professional, who in addition to the attributions peculiar to their performance, should develop and organize specific activities that contemplate the reality in which learners are inserted, in this particular case, in prison. It will need to rethink a curricular proposal capable of developing in the individual skills and abilities that allow reintegration and resocialization, but at the same time, that respects and sees it as a social agent. This new educational reality adds new responsibilities to the work of the teacher, which could generate an overload of work. According to Esteve², working conditions are considered one of the main factors due to teacher maladjustment, directly affecting the physical and mental health of teachers, leading them to absenteeism and, sometimes, abandonment of the profession.

Education should not eliminate the access to education by the person in jail, even if, in the process of deprivation of liberty in a prison complex. The Brazilian constitutional norm does not restrict to any citizen this widely guaranteed right, but the great agent responsible for bringing education to the prison system must be prepared for the great complexity and diversity that make up this system. According to Sartori³, the education professional in a teaching practice "needs to develop an articulated work in various educational dimensions, oriented to plural multiculturalism and specific school practices" and to attend to the specificities and needs of each reality requires a greater preparation and dedication of the professional involved in this process, however, the new requirements can generate an overload to this professional, who in order to produce and meet expectations needs a peculiar preparation.

Educational reforms, social transformations, and pedagogical models resulting from the working conditions of teachers have generated changes in the teaching profession, stimulating the formulation of policies by the State. Until the 1960s, a large part of

education workers enjoyed relative material security, job stability and social prestige. Since the 1970s, the growth of the population's demands for social protection has led to the growth of public services and public services, including education, which has generated a great deal of social responsibility among the education professionals⁴.

The role of the teacher in this perspective extrapolates the mediation of the student's knowledge process, adding the articulation between the school, community and society, in order to guarantee the prisoner an education capable of attending to and respecting their needs and peculiarities.

The profile of educator to develop an educational work in the prisons ends up adding responsibilities that can have repercussions on physical, mental health and professional performance. Research indicates that the most common problems faced by teachers in teaching are cardiovascular diseases, disorders arising from stress, labyrinthitis, pharyngitis, neuroses, fatigue, insomnia and nervous tension^{5,6}.

Working conditions, as well as the circumstances under which teachers develop their physical, cognitive, and affective capacities to achieve educational goals may lead to over-stress or hypersolicitation of their psychophysiological functions. Souza et al.⁷ present some of the main factors that link the precarious work condition of the teacher: the devaluation of work; the lack of social recognition of professional activity; low wages; the centralization of administrative and pedagogical decisions; authoritarian management; the reduction of spaces for collective discussion; triple journey; poor training; body posture; chalk powder; noise; overcrowded classes; absence of breaks; blame for the negative results. Added to this picture is the precarious infrastructure, bureaucratization and hierarchization of labor relations, the lack of material and human resources that accentuate the workload of these professionals.

Faced with the current attributions to the teacher and to verify a lack of research involving teachers who develop their educational practices in prisons, it was intended with this study to investigate if the mental suffering is related to job satisfaction, and for this, a survey was carried out with teachers from the state education network who work in the prison units in the city of Porto Velho, Rondonia, Amazônia, Brazil, based on the following problems:

- a) What is the level of job satisfaction of these teachers?
- b) What is the level of mental suffering of these teachers?
- c) What is the possible association between the level of job satisfaction and the mental suffering of the teachers of the prisons in the city of Porto Velho?

In view of the problems presented, a study was carried out involving 85% of the teachers working in prisons in teaching practice in the city of Porto Velho.

II. MATERIALS AND METHODS

A quantitative approach was used, with a type of study characterized as epidemiological, whose model is transversal, which consists of a cut in the historical flow of the event, in which the exposure is observed simultaneously⁸.

Field research was structured in three stages:

- a) In the first stage, a questionnaire was applied to survey the sociodemographic profile of teachers.
- b) In the second stage, the OSI Occupational Stress Indicator Scale was applied to identify the level of satisfaction.
- c) In the third stage, the evaluation of the mental health of workers was carried out through a tool for detecting minor psychic disorders: the "Self-Report-Questionnaire (SRQ-20)".

2.1 Instruments and Procedures

For this study, the following guiding instruments were used:

1. Questionnaire with closed questions with the purpose of identifying the sociodemographic profile of the teachers who work in the prison units by identifying their training, qualification and specialization for acting and conception about the education in the prison, being constituted of three blocks of questions.
2. Application of the OSI-occupational Stress Indicator, for teachers working in prison units, Cooper's instrument, translated and validated into Portuguese by Swan, Moraes and Cooper - Portuguese version of the satisfaction scale work, available in Couto⁹, on job satisfaction.
3. An instrument for detecting minor non-psychotic psychic disorders, the Self-Report-Questionnaire (SRQ-20). This instrument was validated by Mari & Willianas apud Borges & Argolo¹⁰, for use in studies of psychiatric morbidity in primary health care institutions in developing countries, coordinated by the World Health Organization.

The instrument titled SRQ is derived from four existing psychiatric research tools. The original version consists of 24 items, the first 20 items for screening for non-psychotic disorders and the last 4 items for detection of psychotic disorders. As it is an instrument that is intended for the detection of symptoms is quite suitable for the study of populations. It is a self-administered instrument containing a range of YES / NO responses. The Portuguese version adopted the first 20 items for nonpsychotic morbidity.

2.2 Study Location and Sampling Number

The research was carried out at the State School Ênio dos Santos Pinheiro, which includes a total of 20 (twenty) teachers, of which 85% participated in the study. The school is located inside the Ênio dos Santos Pinheiro prison, but provides educational services to the three

prisons in the city of Porto Velho: 1. Ênio dos Santos Pinheiro Unit; 2. Panda Unit and 3. Women's Unit.

2.3 Inclusion and Exclusion Criteria

Inclusion criteria: the research counted on the participation of 17 (seventeen) teachers who work in the prisons units in the City of Porto Velho, that is, 85% of the searchable universe.

Professionals who do not act in the classroom (director, supervisor, educational supervisor, psychologist, pedagogical technicians and others) were excluded from the research, as were professionals who refused to participate in the research.

2.4 Ethical Aspects

The project was forwarded and approved by the Research Ethics Committee of a Higher Education Institution (IES), in compliance with the provisions of Resolution 196 of 96/CNS/MS for the necessary procedures to carry out the research.

2.5 Data Analysis

In order to gather important data for this study, the sociodemographic questionnaire was divided into three blocks: (a) BLOCK I - Survey of the profile of the teachers acting in the prison units of the state educational system; (b) BLOCK II - Teacher qualification or specialization and (c) BLOCK III - Teachers' conceptions about the school in prison units.

2.6 Satisfaction at Work

The instrument of satisfaction with aspects of work has 22 variables. Each analysis is categorized into satisfaction with the options:

- I - a) huge satisfaction and b) with great satisfaction,
- II - Intermediate: a) some satisfaction;
- III - Dissatisfaction: a) huge dissatisfaction and b) a lot of dissatisfaction.

Satisfaction in the work was evaluated by the sum of the results of the presented variables, being the degree of satisfaction or dissatisfaction measured by the scale, being attributed 6 for great satisfaction, 5 for many satisfactions, 4 for some satisfactions, 3 for some dissatisfactions, 2 for many dissatisfaction, 1 to huge dissatisfaction.

For the tabulation of the data the Microsoft Excel 2003 program was used, the same process was carried out to associate the variables of teacher conception on the education in prison units with the satisfaction in the work and mental suffering.

2.7. From Mental Suffering

Mental distress was assessed by means of 20 variables, the response scale being composed of yes or no.

The categorization was carried out by 5 factors, being approached in the factorial analysis 1 - energy reduction consisting of 6 variables: (you feel tired all the time, you get tired easily, you find difficulties to make decisions, you find it difficult to perform with satisfaction of his

activities of daily living, he has difficulties to think clearly, he has difficulties in the service - his work is painful, causes him suffering.

Next are the variables of factorial analysis 2 - somatic symptoms, composed of 4 variables, being: (have a headache often, have unpleasant stomach sensation, have poor digestion, lack appetites).

As for the variables of factorial analysis 3 - of depressive mood, 3 variables appear, being: (feeling nervous, tense or worried, has been feeling sad lately, has cried more than usual).

And in factor analysis 4 on depressive thoughts - it consists of 4 variables, being: (he has lost interest in things, is unable to play a useful role in his life, feels a useless person, has no idea, has no idea of to end life).

Finally the organized factor (5) of other symptoms of SRQ-20, having 3 variables: (sleeps poorly, scares easily, has tremors in hands).

Mental distress was assessed by the sum of the variables presented in SQR 20, considering as a cut-off point 7 or more affirmative answers of the 20 questions presented, to classify teachers as suspects of minor psychic disorder, consequently with possible mental suffering. Teachers who answered fewer than 7 affirmative questions were categorized as not suspected of mental suffering or 'no mental suffering'.

III. RESULTS AND DISCUSSIONS

3.1 Results of the sociodemographic questionnaire: From sociodemographic variables

Block I questionnaires show the predominance of the female gender, totalizing 64.70% of the respondents. The predominance of age was greater in the age group of 40 to 49 years, with 64.70% of the teachers; followed by 17.64% in the range of 50 to 59 years; 11.76% with age from 30 to 39 and 5.8% with age over 59 years. There was no teacher under the age of 29.

Regarding the teaching time, it was found that 41.17% are working for more than 20 years in the profession, and with the same percentage those aged 16 to 20; 11.76%,

are working between 11 to 15 years and 5.8% from 7 to 10 years. Regarding the level of education, 88.23% of the teachers have a complete upper level, 76.47% are already postgraduates at the level of specialization and 11.76% have an incomplete upper level. Of the professors who have a higher education degree, 40% have a degree in Portuguese Literature, 20% are graduates of other teaching courses and the same percentage, graduates in Mathematics and Pedagogy with 13.33%, in addition to those graduated in Geography and History with the same 6.6%.

Regarding the time spent in prison units, 35.29% of the teachers who took part in the study work between 16 and 20 years; 23.52% work for more than 20 years; and with the percentage of 17.64%, those of 07 to 10 years and those of 11 to 15 of performance; with a lower percentage of those who work from 1 to 3 years with 5.8%. Of the hours of teaching activity, 82.35% have a weekly workload of 40 hours, with only 17.64% working with 26 hours a week. Of the extra teaching activities, 52.94% stated that they dedicate up to 05 hours a week; 17.64% dedicate up to 10 hours per week; 5.8% up to 15 hours per week; 5.8% up to 20 hours; 5.8% more than 30 hours per week and 11.76% did not respond to this questioning.

3.1.2 Teacher Training.

Block II questionnaires refer to training or specialization. The data indicated that, 76.47% of the teachers working in prison units, did not receive training for this performance and 23.52% received training; of those who received training 50% had a workload with more than 80 hours; and 50% had a workload of 21 to 40 hours. Regarding the training received 75% of the teachers did not consider enough time to base their practice; and 25% consider sufficient time to support their practice.

3.1.3 Teachers' Conceptions on Education in Prison Units

Block III, refers to the conceptions of the teachers researched, about the education in prison units. And it was sought to verify, what teachers think about education in prison units.

Table.I: Frequency (%) of teachers' conceptions regarding their performance in prison units - Porto Velho / RO.

QUESTION	YES	%	NO	%	Sometimes	%
1. Do you feel prepared to teach for students in deprivation of liberty?	13	76,47	-	-	4	23,52
2. Do you believe that the educational process is important in prisons?	17	100	-	-	-	-
3. Do you feel that the management team is prepared to work with this reality?	10	58,82	4	23,52	3	17,64
4. Do you believe that school meets students' expectations?	5	29,41	4	23,52	8	47,05

5. Do you believe that schooleducation helps in the process of re-education and re-socialization of students?	17	100	-	-	-	-
6. Do you work with the curricular adaptation to meet the students in jail?	10	58,82	7	41,17	-	-

According to the data presented in Table I, 76.47% of the teachers answered that they felt prepared to work with students with deprivation of liberty, and only 23.52% responded at times. When questioned if they believe that the educational process is important in prison units, 100% of the respondents answered yes.

As for the management team, 58.82% believe that they are prepared to work in prison units; 23.52% believe that the management team is not prepared and 17.64% answered the times. With regard to student expectations, 47.05% answered that they sometimes attend; 23.52%

believe that they do not meet the expectations of the students, and 29.41% believe that they meet the students' expectations.

When questioned if they believe that education helps in the process of re-education and resocialization of students, 100% of the teachers interviewed said yes. Regarding the curricular adaptation 58,82% stated that they work with curricular adaptation, and 41,17% of the teachers do not work with curricular adaptation.

3.1.4 Satisfaction at Work

Table.II: Frequency of affirmative answers about job satisfaction and dissatisfaction.

Aspects of Work	6	%	5	%	4	%	3	%	2	%	1	%	TOTAL
1- Communication	0	0	4	23,53	4	23,53	7	41,18	2	11,8	0	0	17
2- Relationship	2	11,76	8	47,06	4	23,53	3	17,65	0	0	0	0	17
3- Evaluation	0	0	3	17,65	10	58,82	4	23,53	0	0	0	0	17
4- Contents	2	11,76	3	17,65	7	41,18	4	23,53	0	0	1	5,88	17
5- Motivation	4	23,53	4	23,53	5	29,41	3	17,65	1	5,88	0	0	17
6- Career	1	6,25	5	31,25	4	25,00	2	12,50	3	18,75	1	6,25	16
7- Security	2	11,76	3	17,65	2	11,76	8	47,06	1	5,88	1	5,88	17
8- Image	1	6,667	2	13	8	53	4	27	0	0	0	0	15
9- Supervision	1	6,25	3	18,75	4	25,00	7	43,75	1	6,25	0	0	16
10- Changes	1	6,25	2	13	4	25	7	44	2	12,5	0	0	16
11- Task	1	6,25	2	13	5	31	6	38	2	12,5	0	0	16
12- Growth	3	17,65	4	23,53	5	29,41	5	29,41	0	0	0	0	17
13- Conflict	0	0	0	0,00	6	38	7	44	3	18,8	0	0	16
14- Aspirations	1	5,88	4	23,53	4	23,53	7	41,18	1	5,88	0	0	17
15- Decisions	2	11,76	1	5,88	8	47,06	5	29,41	1	5,88	0	0	17
16- Potentials	0	0	5	29	6	35	6	35	0	0	0	0	17
17- Flexibility	2	11,76	4	23,53	5	29,41	5	29,41	0	0	1	5,88	17
18- Climate	0	0	1	6,25	3	18,75	9	56,25	2	12,50	1	6,25	16
19- Salary	0	0	2	12	4	24	5	29	5	29,4	1	5,88	17
20- Structure	0	0	2	13	3	19	7	44	4	25	0	0	16
21- Volume	1	6,25	3	18,75	8	50,00	3	18,75	1	6,25	0	0	16
22- Development	0	0	5	31	7	44	3	19	1	6,25	0	0	16
TOTAL		6,54		19,17		32,04		32,28		8,34		1,64	

Table II shows the frequencies found in the Work Satisfaction Scale. The job satisfaction scale consists of

variables that measure individual feelings in relation to different aspects of their work^{11,12}, which makes it

possible to measure job satisfaction from 22 different psychosocial aspects of work through the Liker scale of 6 points, classifying the level of satisfaction as: enormous satisfaction (6), great satisfaction (5); some satisfaction (4); some dissatisfaction (3); much dissatisfaction (2) and enormous dissatisfaction (1).

The data presented in Table II show that, the percentage of teachers who are with some dissatisfaction is 0.24% more than those who are with some satisfactions. While 32.28% of the teachers interviewed are with some

dissatisfaction, 32.04% are with some satisfactions; 19.17% are very satisfied; 8.34% are very dissatisfied; 6.54% are extremely satisfied, and only 1.64% are extremely dissatisfied.

3.1.5 Of Mental Suffering

The data on mental suffering will be presented according to the classification of Iacoponi & Mari¹³, sequentially, Factor 1, energy decrease; Factor 2, somatic symptoms; Factor 3, depressive mood; Factor 4, depressive thoughts and Factor 5, other symptoms of SQR-20.

Table.III: Frequency relative to factor 1 - energy decrease

QUESTIONS AND ANSWERS	YES	%	NO	%
Do you feel tired all the time?	2	12,5	14	87,5
Do you get tired easily?	3	18,75	13	81,25
Do you find it difficult to make decisions?	3	18,75	13	81,25
Do you find it difficult to perform your daily activities with satisfaction?	3	18,75	13	81,25
Do you have trouble thinking clearly?	5	31,25	11	68,75
Do you have difficulties in the service (your work is painful, causes you suffering?)	1	6,25	15	93,75

Table III, composed of factor 1 - energy decrease, presents a higher frequency in the variable "Has difficulties to think clearly" with 31.25%; then, with the same percentage, the variables "You tire easily", "Difficulties to make decisions" and "Difficulties to carry

out with satisfaction your daily activities" with a rate of 18.75% appear. The variables with the lowest percentage were "Feeling tired all the time" with 12.5% followed by "He has difficulties in the service (his work is painful, causes him suffering" with 6.25% of frequency.

Table.IV: Relative frequency to factor 2 and 3 - somatic symptom and depressive mood

QUESTIONS AND ANSWERS	YES	%	NO	%
Do you have frequent headaches?	3	18,75%	13	81,25%
Do you have unpleasant sensations in your stomach?	4	25%	12	75%
Does it have poor digestion?	4	25%	12	75%
Do you have a lack of appetite?	3	18,75%	13	81,25%
Do you feel nervous or upset or worried?	5	31,25%	11	68,75%
Have you felt sad lately?	7	43,75%	9	56,25%
Have you cried more than usual?	1	6,25%	15	93,75%

Table IV presents factors 2 and 3. In factor 2, the frequency of somatic symptom had the highest index of "Has unpleasant sensations in the stomach" and "Has poor digestion" with 25%; followed by the variables "You have a lack of appetite" and "You have frequent headaches" with a percentage of 18.75%.

In factor 3, it presents the frequency of Depressive mood, the highest frequency was the variable "Has been feeling sad lately", with 43.75%, then with 31.25% "Feeling nervous tense or worried", and with the lowest frequency was the variable "has cried more than usual, with 6.25%.

Table.V: Factor 4 frequency - depressive thoughts

QUESTIONS AND ANSWERS	YES	%	NO	%
Have you lost interest in things?	-	-	11	100%
Are you unable to play a useful role in your life?	-	-	11	100%
Do you feel like a useless, helpless person?	-	-	11	100%
Do you have any idea to end life?	-	-	11	100%

In Table V Factor 4, with regard to depressive thinking, there was no positive occurrence in any of the teachers

interviewed. Pointing according to the table that 100% of respondents do not have depressive thoughts.

Table.VI: Factor 5 other symptoms of SRQ-20.

QUESTIONS AND ANSWERS	YES	%	NO	%
Sleep bad?	5	31,25%	11	68,75%
Are you scared easily?	4	25%	12	75%
Do you have tremors in your hands?	-	-	16	100%

In other SQR-20 symptoms, the variables "sleep badly" with 31.25%, followed by the variable "easily frightened" with 25%, and the variable "have tremors in the hands" were not indicated by any teacher interviewed.

3.1.5 Frequency of teachers with mental suffering and without mental suffering.

Of the seventeen teachers interviewed, one (01) chose not to answer the questionnaire regarding mental suffering. In order to detect mental distress in the teachers who participated in the study, the following criteria were used: teachers who answered (YES) on seven or more questions were considered in this study, with mental suffering, with a percentage of 12.5% of (psychic disorders) and 87.5% without mental suffering, that is, without psychic disturbances

3.2 DISCUSSIONS

3.2.1 Sociodemographic Questionnaire

According to the data collected, the sociodemographic characteristic of the teachers studied has a predominance of the female gender, constituting 64.70%. Regarding the predominance of the female gender, research carried out in Brazil emphasizes this characteristic. Jacarandá¹⁴ when developing a work on Mental Suffering and Job Satisfaction involving teachers from inclusive schools, of the 132 participants, 70.5% were female, while 29.5% were male. Chaves & Fonsêca¹⁵ in a survey involving teachers, 91.4% were female. Delcor¹⁶, in a study on working conditions and health of private school teachers, 82.8% of the respondents were female teachers. In an approach on this issue, Codo¹⁷ emphasizes that the category of education workers is predominantly female, and the male presence has appeared in greater numbers only in recent years.

The highest average age of the educators involved in the study is between 40 and 49 years old and corresponds to 64.70% of the teachers interviewed. Regarding teaching time, 41.17% are working for more than 20 years in the profession and 32.29% work in prison units for more than 16 years, followed by those who work for more than 20 years with a percentage of 23, 52%.

As far as training is concerned, 88.23% have a complete upper level, and 76.47% have a postgraduate level of specialization. Of the teachers, 40% are trained in Portuguese Literature, and the others in other areas of teaching. In recent years, it has been observed that the index of teachers with higher education and postgraduate level is increasing, this from the Law of Guidelines and Base n° 9.394 (LDB) that in its art.62 requires of the teachers formation in superior level. Pereira¹⁸, addressing this issue, emphasizes that when they are obliged to attend the higher level, the teacher may have an overload of activities, but, on the other hand, may arouse a situation of contentment of these professionals because they are in search of a higher educational level, aspect that can raise your self-esteem. In Decor¹⁶'s study on the condition of work and health of the teacher, 72.1% of the interviewees had completed higher education; of Peixoto¹⁹ 92.9% of the teachers surveyed had a university degree; Jacarandá¹⁴ presented in his data the quantitative of 49.2% of teachers with higher education, evidencing the search of the educators by academic formation.

Regarding the hours of teaching activity, 82.35% have a weekly workload of 40 hours and only 17.47% work 26 hours a week. How much more hours dedicated to teaching activities such as planning, correction and other 52.94% of respondents said they dedicate to another 05 hours a week; 17.64% dedicate up to 10 hours per week; 5.8% up to 15 hours per week; 5.8% up to 20 hours; 5.8% more than 30 hours per week and 11.76% did not respond to this questioning.

The weekly workload had the largest variable in 40 hours per week with 82.35%, the result being similar to other surveys. Jacarandá¹⁴, when checking the weekly teaching hours, obtained 69.7% of the educators working 40 hours a week in their study; in studies presented by Lemos²⁰ pointed out that 40% of the teachers who participated in the study have a workload of 40 hours per week. Oliveira²¹ in a study carried out in Campinas, involving primary school teachers of the private network, evidences the contamination of extra-work time, being frequent the difficulties in performing daily tasks with satisfaction, explaining the picture of nervousness, tension and worry.

Delcor¹⁶ finds in its study, a weekly average hourly teacher load of 34.3% hours, and Porto²² in a study also with teachers, finds an average of 30 hours a week.

Regarding the hours dedicated to extra-class activities, what was observed was a double working day, because the teaching activity does not end with the end of the class, which ends up generating an overload of work, as emphasized by Lemos²⁰; Delcor¹⁶ and Mendes²³. Codo¹⁷ on this issue brings, that the work overload of the teacher happens when he has no way to channel this energy to other pleasurable actions, can lead him to illness.

Regarding training, the data indicated that, 76.47% of the teachers working in prison units did not receive training for this activity. Of the 23.52% who received training, 50% had a workload of more than 80 hours and 50% had a workload of 21 to 40 hours. Of the teachers who received training, 75% did not consider enough time to base their practice, and 25% considered it sufficient time to base their practice. The formation and qualification of teachers can not be considered an eternal resumption, but an incessant process of reconstruction of knowledge and practices and the widening of consciousness to act as individual and collective subject. Silva²⁴, brings as a right relative to labor law, as one of the principles of professional valorization and as one of the necessary conditions for the improvement of the quality of education three objectives, which besides being rights, should be an obligation of an educator and among them, improve the professional competence of teachers in the various fields of their activity; encouraging teachers to participate actively in educational innovation and in improving the quality of education and teaching; acquire new skills related to the specialization required by the differentiation and modernization of the educational system.

The data of the sociodemographic questionnaire point out that although the great majority of the teachers interviewed did not undergo any training or preparation to work in prison units, in addition to the exhaustive workload, most have a wide experience in educational actions in prison units. This statement does not rule out the need, much less the importance of offering training to teachers. This fact would greatly enrich their practices.

3.2.2 Of the Teaching Profession in Prison Units

Of the teachers who participated in the study, 76.47% answered that they felt prepared to work with students with deprivation of liberty, and 23.52% answered at times. The National Plan of Education (PNE) (Law n.10.172 / 2001), in setting the objectives and goals for the initial and continuing training of teachers, emphasizes that it is necessary to establish programs articulated between public institutions of higher education and the

secretariats of education, in order to raise the "minimum standard of quality of education through adequate preparation of teachers 1.

When questioned whether the educational process is important in prison units, teachers were unanimous in answering that yes 100%, demonstrating that they know the importance of education in building a new identity for the imprisoned students. Barreta²⁵ stresses that education is essential for the cultural, social and political development of a society and, moreover, is capable of transforming individuals into citizens who are practicing citizenship and aware of their rights and obligations.

When questioned if they meet the expectations of the students, 47.05% of the teachers interviewed believe that they sometimes meet the expectations of the students; 29.41% believe that they meet the expectations of the students, and 23.52% believe that they do not meet the expectations of the students.

Regarding work with curricular adaptation, 58.82% stated that they work with curricular adaptation, and 41.17% of teachers said that they do not work with curricular adaptation. In order for an educational proposal to meet its objective, it is necessary to take into account the reality in which the student is inserted and to have a curriculum that can meet the student's real expectations. According to Silva²⁶ a curricular proposal and a school concerned with student participation in society, it must be accompanied by clear and objective intentions of the educators, and this means a curriculum focused on human needs, that allows learning alternatives and knowledge that can intervene in the world and rebuild it.

Asked if education helps in the process of re-education and resocialization of students, 100% of the teachers interviewed said yes. However, there is a need for a social conscience that respect for the prisoner's dignity and preparation for a return to society is in everyone's interest, it is not only the practice of a humanitarian gesture, society is acting against itself when it shoots the prisoner in the and leaves him. Foucault²⁷ in a work entitled Watch and Punish, shows that prison work is the most adequate way for the transformation of the individual, because, at the time when the being that is arrested, has an occupation, and in time loses its violent personality, and becoming a quieter, more docile being.

3.2.3 Of Mental Suffering

Of the questioned teachers, 31.25% said they "have difficulties to think clearly", while 68.75% said they do not feel this difficulty. Then, with the same percentage, the variables "You tire easily", "Difficulties to make decisions" and "Difficulties to perform your daily activities with satisfaction" with a rate of 18.75% corresponds to the opposite opinion pointed out 81.25%

in each variable. The variables that had the lowest index were: "You feel tired all the time" with a percentage of 12.5% and "You have difficulties in the service, it is painful, it causes you suffering" 6.25% of the teachers interviewed.

The data presented from the study carried out with the teachers who work in prison units do not agree with the data found in national surveys on Work satisfaction and Mental Health. According to Dejours²⁸ contrary to what one imagines, the exploitation of suffering by the organization of work does not create specific mental illnesses, so there are no work psychoses. The greatest critics of psychiatric nosology to date have not been able to prove the existence of a mental pathology derived from work. Studies presented by Jacarandá¹⁴, presented a prevalence of 45.5% of suspected psychiatric disorders in special education teachers. In research on work and psychic disorders in teachers of the municipal network in Bahia, found DPM of 55.9% in teachers. Oliveira²¹ points out that there is a higher prevalence of psychic disorders in the category of teachers compared to other categories, which contradicts the results of this study.

When asked if they "had unpleasant sensations in the stomach," 25% said yes, while 75% said no. When verifying if the respondents "Has poor digestion" 25% answered yes, while 75% said no. The variables "lack of appetite" and "You have headaches often" had the same percentage, 18.75% said yes, while 81.25% said no. Gomes²⁹, when performing an ergonomic study with teachers in Rio de Janeiro, found that the most identified health problems were: a feeling of intense general malaise; anxiety, tension, nervousness, irritability, depression, distress and exhaustion; sleep disturbances; digestive problems; breathing problems and voice. In a study by Cunha³⁰ he found that the most frequent health problems among teachers are, the unpleasant sensation in the stomach, poor digestion, gastritis (30.0%) and headache (17.4%).

When asked if "Has been feeling sad lately", 43.75% answered affirmatively, while 56.25% answered that they do not feel sad. He then wondered whether "Feeling nervous or upset" and 31.25% said yes, but 68.75% said no. With the lowest frequency was the variable "has cried more than usual, with 6.25% affirmative, while 93.75% responded negatively.

In studies conducted in Hong Kong in recent years, it is reported that approximately one-third of educators surveyed showed signs of stress as one of the major health problems. Some teachers presented more severe signs than others, ranging from mild symptoms of frustration, anxiety and irritability to emotional exhaustion, with severe psychosomatic and depressive symptoms³¹.

As for depressive thinking, in none of the interviewed teachers was there any positive occurrence. Pointing according to the table that 100% of respondents do not have depressive thoughts.

In other SQR-20 symptoms, the variables "sleep bad" with 31.25%, followed by the variable "easily frightened" with 25%, and the variable "have tremors in the hands" were not indicated by the teachers interviewed.

Codo³² in a study on the mental health of 1st and 2nd grade teachers nationwide, involving the number of 1440 schools and 30,000 teachers, found that 26% of teachers surveyed had emotional exhaustion (about 1 teacher in every four studied) . This percentage varied in some states, 17% in Minas Gerais and Ceará; 39% in Rio Grande do Sul. According to the study, the professional devaluation, low self-esteem and lack of results perceived in the work developed were determining factors for the found frame.

In a study by Carvalho³³, with teachers from the initial years in Belém, she found higher levels of suspicion of psychic symptoms (according to the instrument used: MMPI) in educational institutions where the relationship was less democratic with the direction, more democratic relations prevailed.

The highest index found in this study, refers to the variable "sleeps badly", with the quantitative of with 36%. The working conditions of the teachers mobilize their physical, cognitive and affective capacities to reach educational requirements, generating over-stress or hypersolicitation of their psychophysiological functions, triggering clinical symptoms, which would explain the indexes of work withdrawal caused by mental disorders.

3.2.3 Satisfaction at Work

The data presented indicate that 32.28% are with some dissatisfaction, followed by some satisfactions with 32.04%. 19.17% of respondents are very satisfied; 8.34% are very dissatisfied; 6.54% are with great satisfaction and only 1.64% are with great dissatisfaction. Martinez¹² states that this is normal. According to him, the distribution of data in a central value is natural, the majority of employees have intermediate levels of satisfaction, the smaller percentages are distributed in levels of greater satisfaction and less dissatisfaction; this assertion of the author can be confirmed in this research by the variables "enormous satisfaction" obtained 6.54% and "huge dissatisfaction" with 1.64%. According to Robbins³⁴, on average 30% of a person's satisfaction is explained by heredity ... an individual's willingness to live, if he thinks and acts positively or negatively, all this is part of his genetic makeup, and takes its disposition in relation to work.

In the study carried out, it is verified that the aspect in which the teachers show more satisfactions refers to the relationship with other people with the percentage of 47.06%, and the highest index of dissatisfaction refers to the salary with 29.4 %.

Studies of several researchers have sought to determine the real causes of job satisfaction, and although there is still no consensus among researchers, studies are based on different variables. The studies of Arvey, Bouchard, Segal, and Abraham³⁵ on determinants of job satisfaction have analyzed variables related to organizational culture as generic factors. The bibliographic variables have been raised by Cohen³⁶; Scott, Moore & Miceli³⁷, related to personality traits verified by (Duffy, Schiflett & Downey³⁸; Sims & Szilagyi³⁹ Other researchers, however, have studied factors intrinsic to work itself, such as Griffin's task characteristics⁴⁰ and mode which is performed.⁴¹ Satisfaction at work, in the face of the discussions raised, may characterize it as a multifactorial variable, and the most studied according to the surveys carried out are the nature of work, the working conditions, and the climate in which is performed.

Chaves & Fonseca, 15 in a study of 313 public school teachers from Paraíba about work satisfaction, found that 38% of the professionals surveyed said they were very satisfied, and 35.8% stated that they were recognized for their work by directors, supervisors and parents of students.

Esteve² brings an interesting discussion to emphasize that the educational changes that occurred in these last decades can cause problems to the health of the professionals, however, the result of this study pointed the opposite, and although the work performed is in an atypical environment, the satisfaction index of the teachers is high.

Questions of satisfaction and dissatisfaction at work generate contradictory opinions at times. In 1992, a line of studies postulated that the satisfaction was originated by characteristics and situational occurrences, and these characteristics were constituted by aspects that the individuals evaluate before accepting the work, like payment and conditions of work. For researchers Vroom, Loffquist and Davis, Orpen, Landy, the affective manifestations of individuals are related to the interaction between them and their environment. Other researchers, however, say that the individual needs to satisfy needs or meet values to feel satisfied at work. Therefore, even after decades of studies, there is no consensus in the literature about the components of job satisfaction. On the one hand a trend studies the dispositional aspect of the individual and the other, within a contemporary perspective, a tendency defines the construct as being affective,

attitudinal nature, and determined by multilevel variables, individual, group or organizational.

3.2.4 The Association between Mental Health and Job Satisfaction

According to data collected in the research, 12.5% of the teachers surveyed are suffering mentally. If we add teachers who are very dissatisfied, with those who are very dissatisfied, we reach 9.98% of the teachers surveyed.

From the data collected in this study, it is possible to indicate a possible association between job satisfaction and mental suffering. Henne & Locke, 42 discuss how difficult it is to establish the association between mental health and job satisfaction, since there is no way to determine whether satisfaction produces health, whether health produces satisfaction or whether the two are the result of some other factor.

Therefore, while interest in studies on the possible association between mental health and job satisfaction is growing, there is still no consensus that satisfaction engenders health. Martinez's research¹² makes it clear that, in studying the relationship between job satisfaction and worker health, despite the high statistical percentage, job satisfaction could not explain the variability of mental health aspects, because other factors not addressed in the study, could also interfere with the mental health of these workers.

IV. FINAL CONSIDERATIONS

The study of teachers' mental distress and their possible association with job satisfaction showed a predominantly female category, with a mean age of 40 to 49 years, with 41.17% being in the profession for more than 20 years.

Of the teachers who participated in the study, 88.23% had a university degree and 76.47% had a postgraduate degree in education, of which 35.29% were between 16 and 20 years in prisons and 82.35% weekly load of 40 hours in the classroom. And of those surveyed, 76.47% did not receive training to work with students in deprivation of liberty.

How many teachers' conceptions about education in prison units were unanimous in affirming that education helps in the process of resocialization of students, besides the great majority feel prepared to work with students in deprivation of freedom, affirming that education is of paramount importance in prisons.

Thus, satisfaction at work presented a percentage similar to those found in the literature, and in specific studies Martinez¹² and Martins et al⁴³ and their highest frequencies are in the range of some dissatisfaction, with 32.28% and 32.04% with some satisfaction. The highest indices of dissatisfaction are in the variable referring to

the salary with the percentage of 29.4%. And the highest satisfaction indexes refer to the relationship with other people in the company, with the percentage of 47.06% on the scale of many satisfactions. Concerning mental suffering, it was verified that 12.5% of the teachers studied have minor psychic disorders, considered as indicators of evidence of mental suffering, and may be directly associated to work dissatisfaction.

Therefore, in the face of the paucity of national research involving teachers working in prison units, this study will provide great reflections on teaching practice in prison units, often overlooked by researchers. An awakening to the educational practices on Mental Suffering and Job Satisfaction in Prison Teachers in Porto Velho, will bring contributions to the occupational health of teachers working in prison units. It will also serve as a research source to reflect the health of the teacher, as well as to allow a rethinking of public policies in education and health in the local context.

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