

Job Satisfaction and Professional Performance with Martial Arts and Combat Sports

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Abstract:

Background: The present research aims to evaluate the professionals who act as instructors in the various modalities of fights in the city of Guarapuava-PR and their understanding of satisfaction with their professional activity, to quantify the number of Physical Education professionals who act as instructors in the modalities of fights and those who do not have a degree in Physical Education, to evaluate in these professionals the satisfaction with their work and the influence of the graduation course in Physical Education in the performance in the different modalities of fights.

Materials and Methods: The design of a cross-sectional and descriptive study. The Job Satisfaction Questionnaire (S20/23) and the Sociodemographic Questionnaire with Professional Practice were used with all professionals. Descriptive statistical analysis was performed with minimum, maximum, mean and standard deviation values, in addition, absolute and relative frequency distribution analysis was performed.

Results: A total of 43 subjects participated in the research, 20 (47%) indicated having a relationship with Physical Education (8 (19%) academics with a bachelor's degree in physical education, 7 (16%) registered in the regional council of physical education as a bachelor of physical education, 5 (12 %) registered in the regional council of physical education as provisioned), 33 (77%) were male, 17 (40%) indicated working exclusively with the fighting modalities. These professionals worked with 14 fighting modalities, 9 (64%) were classified as Martial Arts (14 (33%) with Muay Thai, 8 (19%) with Karate, 7 (16%) with Jiu Jitsu, 6 (14%) with Taekwondo, 6 (14%) with Kick Boxing, 6 (14%) with Judo, 2 (5%) with Capoeira, 1 (2%) with Kung Fu and 1 (2%) with Aikido) and 5 (36 %) as Combat Sports (3 (7%) with Boxing, 1 (2%) with Wrestling, 1 (2%) with KravMaga, 1 (2%) with MMA and 1 (2%) with Full Contact) .

Conclusion:The work with the different modalities of fights in the city of Guarapuava-PR, proved to be very satisfactory since the classification of job satisfaction was “partially satisfied” for all professionals.

Key Word:Physical education, fighting modalities, martial arts, combat sports, job satisfaction.

Date of Submission: 02-07-2022

Date of Acceptance: 14-07-2022

I. Introduction

The Fights have been developed since the origin of humanity, so that man in his beginnings could survive and develop, he had to train his body and mind to compete with wild beasts stronger, faster and better adapted to the environment. As humanity developed and the first civilizations emerged, disputes began to be between men themselves and their civilizations. Evidence of fighting practices in ancient cultures was found, through drawings found in Egyptian tombs, in India and also in Crete, according to the authors the traces left take us to 20000 BC¹. In general, the origin of fights appears as a form of self-defense aimed at resolving conflicting situations².

Over time, the fight acquired a sporting character and general rules were adapted to encourage the development of competitions³. Its sportivization came to occur as a result of the civilizing process⁴, to the extent that increasingly strict rules were being elaborated with the objective of controlling violence, regulating our excitement, reducing the risks of possible accidents in what comes to be. This new modern social phenomenon that is sports. In this way we can classify Combat Sports as a methodical practice, individual or collective, of activity that requires physical exercise and dexterity, with the purpose of recreation, maintenance of body conditioning and health and especially competition.

The term Martial Art, on the other hand, refers to bodily practices that derive from war techniques. The ethical and aesthetic dimension is highlighted, identified by the art nomenclature itself, identified as an expressive, inventive, imaginary, playful and creative demand⁵. Martial Arts are a set of actions that comprise fighting techniques that require tireless training for their incorporation and, at the same time, are also the way of the warrior, composed of specific attitudes, among which the highest is to conquer oneself⁶. We can thus

classify Martial Arts as physical cultural activities that transmit philosophical concepts of principles of honor and respect, with well-defined and established levels of graduation and hierarchical relationships.

Currently, there are few undergraduate courses in Physical Education that have in their curriculum some discipline, mandatory or optional, related to martial arts and combat sports⁷, resulting in a certain distancing of the Physical Education professional from the cultural universe of fighting activities. On the other hand, training sessions for these fights in gyms, clubs or sports entities are well known, given, in general, by athletes or practitioners with limited and insufficient training who, at most, attended some training course in an academy or in the respective federation. Such training does not take into account objectivity (for which a given set of exercises is intended) nor individuality (the set of exercises given are performed at the same pace and number of repetitions by all)⁸.

Thus, if on the one hand there is a vast experience of the fights themselves by athletes and practitioners, on the other hand, their knowledge about the development of the teaching and learning process is fragile. Such knowledge should consider, for example, the selection of methodological strategies, the physiological requirements requested or imposed, the adequacy of activities for a given age group, respect for individuality, and so on. Fights require a careful pedagogical approach, as they go beyond techniques and strategies, that is, the visible corporal dimension of the fight. The fundamentals also include subjectivities, respect, ethics and mutual development, both individual and social⁹.

The practices of martial arts and combat sports are performed by people from different stages of the life cycle. Clubs, gyms, institutes, condominiums, companies, non-governmental organizations, municipal sports centers, public squares have been environments that provide these manifestations of movement¹⁰. The social configurations and their respective representations are inscribed under different codifications, that is, as competitive activity (Sport), therapy, education, physical fitness, leisure, recreation, social inclusion programs, self-defense techniques⁵.

Misinformation about these fighting activities and the lack of qualified professionals to spread them have created a distorted image about martial arts and combat sports¹¹. With the creation of the Federal Council of Physical Education (CONFEF), most of these activities started to have a very strong bond with Physical Education professionals and those other professionals who were proven to work with these activities before the creation of this professional council¹².

Job satisfaction has been identified as an indispensable element in the pursuit of quality and productivity. It is the vision aimed at meeting the needs of people that has guaranteed the quality of products and the survival of companies, thus having an intrinsic relationship between them¹³. Studies show that organizations that have more satisfied employees tend to be more effective than dissatisfied ones¹⁴. It is difficult to measure job satisfaction, due to the complexity of aspects and because it is an attitude variable¹⁵. Harmony and psychological stability in the workplace can be affected by the degree of satisfaction. Therefore, it is important to investigate and analyze the factors responsible for job satisfaction, considering that this is the motivation and a significant component within the organization¹⁶. Thus, the objective of the study was to identify the real situation of the professional who is currently working as an instructor of martial arts and combat sports in Guarapuava-PR and also if these professionals are satisfied with the profession.

II. Material And Methods

This research presents the design of a cross-sectional and descriptive study. The population studied are instructors, technicians and teachers graduated in Physical Education and also those professionals who do not have a degree in Physical Education, all of whom are working with the various modalities of martial arts and combat sports during the year 2019 in the city of Guarapuava -PR. In this research, a sampling process was not carried out, it was aimed to identify all professionals in the city of Guarapuava-PR, during the estimated period of time. The study was forwarded and consequently approved by the Research Ethics Committee (CEP) of the UNICENTRO, with opinion number 3.407.102/2019. At the beginning of the research, the subjects were asked to sign the Free and Informed Consent Term (FICT), thereby giving their consent to carry out the research.

To assess job satisfaction, the Job Satisfaction Questionnaire (S20/23) was used. This questionnaire consists of 20 questions, and the questions (01,02,03,05) are related to intrinsic job satisfaction, the questions (06,07,08,09,10) are related to satisfaction with the physical environment of work and the questions (13,14,15,16,17,18,19,20,21,22,23) are related to satisfaction with hierarchical relationships. The questionnaire measure is a Likert-type scale ranging from 1 to 5, where 1 means "totally dissatisfied", 2 "partially dissatisfied", 3 "indifferent", 4 "partially satisfied" and 5 "totally satisfied". The S20/23 is an instrument designed to study the job satisfaction of workers in any area and its version, in Portuguese, was validated by Carlotto and Câmara¹⁷.

To identify the professionals who were found acting as technicians, teachers and instructors of the various modalities of fights, during the year 2019 in the city of Guarapuava-PR, the Sociodemographic Questionnaire with Professional Performance was applied, in this questionnaire prepared by the authors

contained questions regarding age, sex, time of practice with the fighting modality, which fighting modality act as instructors, time of experience as an instructor of the fighting modality, age when he started training in the fighting modality, age when he became an instructor of the fighting modality, level of schooling and training in Physical Education, registration with the Regional Council of Physical Education (CREF), if they work exclusively with the fighting modality, if they receive remuneration for classes and if they have another profession.

The same questionnaires were applied both to professionals graduated in Physical Education and to non-graduates. Descriptive statistical analysis was performed with minimum, maximum, mean and standard deviation values. Absolute and relative frequency distribution analysis was also used. The statistical program used was JASP 0.9.1.0.

III. Result

Data collection was carried out during the year 2019 in the city of Guarapuava-PR, with no sampling process being carried out, the objective was to identify all professionals working in the various modalities of struggle. We found 43 professionals with a mean age of 33.4 (\pm 10.47), a minimum of 18 and a maximum of 70 years. These professionals had an average of 17.44 (\pm 10.18), a minimum of 5 and a maximum of 63 years of practice with the fighting modalities, and they also indicated an average of 9 (\pm 8.93), a minimum of 1 and maximum of 51 years of experience as an instructor in the fighting modality. 34 (79%) worked with only one of the fighting modalities, but 9 (21%) worked on average with 3 (\pm 1.05), minimum 2 and maximum 5 different fighting modalities. Regarding the level of education of the subjects, 1 (2%) had elementary education, 18 (42%) had secondary education, 16 (37%) had higher education, 6 (14%) had postgraduate and 2 (5%) with a doctorate.

Regarding job satisfaction, the classification was partially satisfied, professionals had an average of 4.39 (\pm 0.55), a minimum of 3.1 and a maximum of 5 points on the questionnaire scale. The classification of intrinsic job satisfaction was partially satisfied, the professionals had an average of 4.42 (\pm 0.59), a minimum of 2.75 points and a maximum of 5 points on the questionnaire scale, the most relevant question was with the opportunities that the job offers them to do things they enjoy, with an average of 4.63 (\pm 0.65), a minimum of 3 points and a maximum of 5 points. The satisfaction rating with the physical work environment was partially satisfied, the professionals had an average of 4.52 (\pm 0.64), a minimum of 2.2 and a maximum of 5 points on the questionnaire scale, the most relevant question it was with the lighting of their workplace, with an average of 4.65 (\pm 0.57), a minimum of 3 points and a maximum of 5 points. The classification of satisfaction with hierarchical relationships was partially satisfied, professionals had an average of 4.32 (\pm 0.64), a minimum of 3.09 and a maximum of 5 points on the questionnaire scale, the most relevant question was with the possibility of autonomously deciding on their own work, with an average of 4.77 (\pm 0.47), a minimum of 3 and a maximum of 5 points.

The subjects were divided into two groups, the group of subjects that are related to physical education is composed of 20 (47%) professionals who are academics in physical education who are registered in the regional council of education (CREF) provisioned, or who have a bachelor's degree in physical education and are also registered with the regional council of physical education and the other group composed of 23 (53%) professionals who have no relationship with education physics. Table 1 shows the characteristics of each of the groups, such as the subject's gender, whether they work exclusively and with which types of fights, average age, length of practice and experience, and also the average level of job satisfaction.

Table no 1: Table of the characteristics of the professionals of the fighting modalities.

Characteristics		Relation with Physical Education						Others	
		Academics Bachelor Physical Education		Provisionated Physical Education		CREF Bachelor Physical Education			
Frequency		Relative	Absolut	Relative	Absolut	Relative	Absolut	Absolut	
		19%	8	12%	5	16%	7	53%	23
Sex	Female	2%	1	2%	1	7%	3	12%	5
	Male	16%	7	9%	4	9%	4	42%	18
Work exclusively with the fighting modality	Não	9%	4	5%	2	12%	5	35%	15
	Sim	9%	4	7%	3	5%	2	19%	8
Taekwondo		2%	1	5%	2	-	-	7%	3
Jiu Jitsu		2%	1	2%	1	2%	1	9%	4
Karate		2%	1	2%	1	7%	3	7%	3
Capoeira		2%	1	-	-	2%	1	-	-

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Kick Boxing	-	-	2%	1	-	-	12%	5
Full Contact	-	-	-	-	-	-	2%	1
Muay Thai	5%	2	5%	2	2%	1	21%	9
Aikido	-	-	-	-	-	-	2%	1
Judo	5%	2	2%	1	2%	1	5%	2
Boxe	2%	1	-	-	-	-	5%	2
Luta Olimpica	-	-	-	-	-	-	2%	1
Kung Fu	-	-	-	-	-	-	2%	1
KravMaga	-	-	-	-	-	-	2%	1
MMA	-	-	2%	1	-	-	-	-
Age	Minimum	20		31		26		18
	Maximum	32		70		66		52
	Mean	27.38		43		39.29		31.61
	StandartdDeviation	4.30		14.51		12		7.9
Practice time in the modality	Minimum	7		11		8		5
	Maximum	22		63		29		31
	Mean	15		27.2		20.86		15.13
	StandartdDeviation	5.29		18.68		7,04		7,84
Instructor experience time	Minimum	1		4		2		1
	Maximum	11		51		19		18
	Mean	4.13		20.6		12.86		7
	StandartdDeviation	2.85		16.92		5.30		5.43
Intrinsic job satisfaction	Minimum	2.75		3,75		2,75		3,5
	Maximum	5		5		5		5
	Mean	4.22		4.55		4,14		4.54
	StandartdDeviation	0.75		0,48		0,68		0.45
Satisfaction with the physical workenvironment	Minimum	3.4		4.6		4		2.2
	Maximum	5		5		5		5
	Mean	4.45		4.92		4.66		4.41
	StandartdDeviation	0.55		0.16		0.32		0.76
Satisfaction with hierarchical relationships	Minimum	3.18		3.64		3.09		3.18
	Maximum	5		5		4.73		5
	Mean	4.39		4.22		4.16		4.36
	StandartdDeviation	0.64		0.58		0.63		0.65
Satisfaction total	Minimum	3.15		4.1		3.35		3.1
	Maximum	5		5		4.8		5
	Mean	4.37		4.46		4.28		4.41
	StandartdDeviation	0.61		0.35		0.53		0.56

Of the 14 fighting modalities, 9 (64%) were classified as Martial Arts (14 (33%) with Muay Thai, 8 (19%) with Karate, 7 (16%) with Jiu Jitsu, 6 (14%) with Taekwondo , 6 (14%) with Kick Boxing, 6 (14%) with Judo, 2 (5%) with Capoeira, 1 (2%) with Kung Fu and 1 (2%) with Aikido) and 5 (36%) as Combat Sports (3 (7%) with Boxing, 1 (2%) with Wrestling, 1 (2%) with KravMaga, 1 (2%) with MMA and 1 (2%) with Full Contact).

For the 20 (47%) professionals who are related to physical education (EDF), the most relevant questions were: In relation to intrinsic job satisfaction, the most relevant issue was with the opportunities that work offers them to do things that you like, with a mean of 4.55 (\pm 0.67), a minimum of 3 points and a maximum of 5 points. Regarding satisfaction with the physical work environment, the most relevant issue was the lighting in the workplace, with an average of 4.8 (\pm 0.4), a minimum of 4 points and a maximum of 5 points. Regarding satisfaction with hierarchical relationships, the most relevant issue was the possibility of autonomously deciding on their own work, with an average of 4.8 (\pm 0.51), minimum of 3 and maximum of 5 points.

For the 23 (53%) professionals who do not have a relationship with physical education, the most relevant questions were: In relation to intrinsic job satisfaction, the most relevant issue was with the opportunities that work offers them to do things they like, with a mean of 4.7 (\pm 0.62), a minimum of 3 points and a maximum of 5 points. Regarding satisfaction with the physical work environment, the most relevant issue was the ventilation of their workplace, with an average of 4.61 (\pm 0.64), a minimum of 3 points and a maximum of 5 points. Regarding satisfaction with hierarchical relationships, the most relevant issue was the possibility of

autonomously deciding on their own work, with an average of 4.74 (\pm 0.44), minimum of 4 and maximum of 5 points.

IV. Discussion

The Physical Education Professional is a specialist in physical activities, in its various manifestations. The exercise of the Physical Education Professional is full in the services to society, in the scope of Physical and Sports Activities, in its various manifestations and objectives. According to Law n° 9696/98, the athlete is not considered a Physical Education or Sports Professional¹².

Art. 9 - The Physical Education Professional is a specialist in physical activities, in its various manifestations - gymnastics, physical exercises, sports, games, fights, capoeira, martial arts, dances, rhythmic, expressive and acrobatic activities, weight training, leisure, recreation, rehabilitation, ergonomics, body relaxation, yoga, compensatory exercises for work and daily activities and other bodily practices, being within its competence to provide services that favor the development of education and health, contributing to the training and/or restoration of adequate levels of performance and physical conditioning of its beneficiaries, aiming at achieving well-being and quality of life, awareness, expression and aesthetics of movement, prevention of diseases, accidents, postural problems, compensation for functional disorders, also contributing, to achieve autonomy, self-esteem, cooperation, solidarity, integration, social relations and the preservation of the environment, observing the precepts of responsibility, safety, technical and ethical quality in individual and collective care¹².

To act as a coach in games and competitions or also to take on a project in the area of fighting modalities linked to the Government of the State of Paraná, the professional must be duly registered with CREF. Art. 6 - The Physical Education Professional is exclusively responsible for coordinating, planning, programming, prescribing, supervising, dynamizing, directing, organizing, guiding, teaching, conducting, training, administering, implementing, implementing, administering, analyzing, evaluating and executing works, programs, plans and projects, as well as providing auditing, consulting and advisory services, carrying out specialized training, participating in multidisciplinary and interdisciplinary teams and preparing technical, scientific and pedagogical reports, all in the areas of physical, sports and similar activities (CREF9/PR, 2011). However, in the city of Guarapuava-PR, 20 (47%) professionals indicated that they had a relationship with Physical Education, and only 12 (28%) were registered at CREF. In another survey in the city of Guarapuava-PR, 9 (60%) professionals indicated having a relationship with Physical Education, with 4 (27%) registered with CREF, 2 (13%) with provisioned CREF registration, and 3 (20%) were undergraduate students in physical education¹⁸.

The labor market, in recent decades, has evidenced a significant and continuous increase in the presence of women in the workforce¹⁹. However, in Guarapuava-PR, women still represent only 23% of the 43 professionals who work as instructors in martial arts and combat sports. In another survey, among Physical Education professionals with formal employment, male participation was greater than female participation²¹. Also according to the same author, in the country as a whole, almost two thirds (63%) for men and just over a third (37%) for women. In another survey in the city of Guarapuava-PR, only 2 (13%) female professionals were found working with the fighting modalities¹⁸.

In the 14 fighting modalities, 9 (64%) were classified as Martial Arts and 5 (36%) as Combat Sports. Remembering that every martial art contains a fight, but not every fight is a martial art²⁰, in the same way that a Martial Art can also be a Combat Sport, but not every Combat Sport will necessarily be a Martial Arts. In another research, 9 fighting modalities were found in the city of Guarapuava-PR: Jiu-Jitsu, Karate-Dô, Muay Thai, Kickboxing, MMA, Taekwondo, Hapkido, Judo and Capoeira¹⁸.

Job satisfaction is that which involves elements related to the work itself and its content (achievement; prominence and recognition; appreciation for what you do; objectives and goals)¹⁷. With intrinsic job satisfaction, 31 (72%) indicated they were totally satisfied with the opportunities that work offers them to do things they enjoy. In another survey, 72 (79.5%) of the respondents are partially satisfied with the opportunities that work offers them to do things they enjoy¹⁹. With satisfaction with the physical work environment, 31 (72%) indicated they were totally satisfied with the ventilation of their workplace. In another survey, 61 (66.7%) are partially satisfied with the lighting in the workplace¹⁹. With satisfaction with hierarchical relationships, 34 (79%) indicated being totally satisfied with the possibility of autonomously deciding on their own work. In another survey, 65 (71.4%) are completely satisfied with their personal relationships with the authorities¹⁹.

V. Conclusion

As indicated by the subjects of the present research, the work with the different modalities of fights in the city of Guarapuava-PR, proved to be very satisfactory, since the classification of job satisfaction was "partially satisfied" for all groups of professionals. Of the 14 fighting modalities, 9 (64%) were classified as Martial Arts and 5 (36%) as Combat Sports. The 3 most worked fighting modalities are Muay Thai with 14

(33%), Karate with 8 (19%) and Jiu jitsu with 7 (16%). The 20 (47%) professionals who were related to physical education (EDF) were the ones who indicated they had more time of practice and experience with the modalities of fights.

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Joezer Ramos Bonfim. “Job Satisfaction and Professional Performance with Martial Arts and Combat Sports.” *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 27(07), 2022, pp. 29-34.