



doi [10.22633/rpge.v29i00.20286](https://doi.org/10.22633/rpge.v29i00.20286)



Revista on line de Política e Gestão Educacional
Online Journal of Policy and Educational Management



¹ Universidade do Vale do Itajaí (UNIVALI), Itajaí - Santa Catarina (SC) – Brasil. Doutora em Educação e membro do Grupo de Pesquisa Educação e Trabalho, do Programa de Pós-Graduação em Educação (PPGE) da Univali.

² Universidade Alto Vale do Rio do Peixe (UNIARP), Caçador – SC – Brasil. Doutora em Educação pela Universidade do Vale do Itajaí (UNIVALI) e Pós-Doutorado em andamento na Uniarp.

³ Universidade Alto Vale do Rio do Peixe (UNIARP), Caçador – SC – Brasil. Doutora em Educação pela Universidade do Vale do Itajaí (UNIVALI). Docente do Programa de Pós-graduação em Educação Básica (PPGEB).



AMBIVALENT MEANINGS ATTRIBUTED BY TEACHERS TO TEACHING WORK

SENTIDOS AMBIVALENTES ATRIBUÍDOS PELOS PROFESSORES AO TRABALHO DOCENTE

SENTIDOS AMBIVALENTES ATRIBUIDOS POR LOS DOCENTES AL TRABAJO DOCENTE

Tarsilla Noemi Bertoli ALEXANDRINO¹

tarsillabertoli@gmail.com

Mara Regina ZLUHAN²

mara.zluhan@gmail.com

Shirlei de Souza CORRÊA³

shirleiscorrea@hotmail.com



How to reference this paper:

Alexandrino, T. N. B., Zluhan, M. R. & Corrêa, S. S. (2025). Ambivalent meanings attributed by teachers to teaching work. *Revista on line de Política e Gestão Educacional*, 29, e025012. DOI: 10.22633/rpge.v29i00.20286

Submetido em: 15/03/2025

Revisões requeridas em: 18/04/2025

Aprovado em: 27/05/2025

Publicado em: 04/06/2025

ABSTRACT: This article discusses the meanings attributed to teaching work, highlighting ambivalent perceptions, such as professional fulfillment and devaluation, in a historical-cultural context. When investigating the meanings of teaching work in the literature, positive and negative factors that permeate the daily teaching routine were explored. This is a qualitative review based on the state of knowledge, with an analysis of articles, theses, dissertations, and books, and a time frame of the last ten years. An ambivalence was identified: positive meanings (fulfillment, recognition, social impact) and negative meanings (overload, precariousness, devaluation). Teaching work is influenced by neoliberal policies, but it is also reinterpreted by teachers through autonomy and affection. It is concluded that the valorization of the profession requires better working conditions and public policies aligned with the needs of teachers.

KEYWORDS: Senses. Work. Teacher. Senses of Work. Senses of Teaching Work.

Revista on line de Política e Gestão Educacional (RPGE),
Araraquara, v. 29, n. 00, e025012, 2025.

e-ISSN: 1519-9029





RESUMO: O artigo discute os sentidos atribuídos ao trabalho docente, destacando percepções ambivalentes, como realização profissional e desvalorização, em um contexto histórico-cultural. Ao investigar os sentidos do trabalho docente na literatura, foram explorados fatores positivos e negativos que permeiam o cotidiano docente. Trata-se de uma revisão qualitativa baseada no estado do conhecimento, com análise de artigos, teses, dissertações e livros, com recorte temporal dos últimos dez anos. Identificou-se uma ambivalência: sentidos positivos (realização, reconhecimento, impacto social) e negativos (sobrecarga, precarização, desvalorização). O trabalho docente é influenciado por políticas neoliberais, mas também ressignificado pelos professores por meio da autonomia e da afetividade. Conclui-se que a valorização da profissão requer melhores condições de trabalho e políticas públicas alinhadas às necessidades dos docentes.

PALAVRAS-CHAVE: Sentidos. Trabalho. Docente. Sentidos do Trabalho. Sentidos do Trabalho Docente.

RESUMEN: El artículo discute los significados atribuidos al trabajo docente, destacando percepciones ambivalentes, como la realización y la devaluación profesional, en un contexto histórico-cultural. Al investigar los significados del trabajo docente en la literatura, se exploraron los factores positivos y negativos que permean la enseñanza cotidiana. Se trata de una revisión cualitativa basada en el estado del conocimiento, con análisis de artículos, tesis, disertaciones y libros, con un marco temporal de los últimos diez años. Se identificó una ambivalencia: significados positivos (logro, reconocimiento, impacto social) y significados negativos (sobrecarga, precariedad, devaluación). El trabajo docente está influenciado por las políticas neoliberales, pero también reinterpretado por los docentes a través de la autonomía y la afectividad. Se concluye que la valorización de la profesión requiere mejores condiciones de trabajo y políticas públicas alineadas a las necesidades de la enseñanza

PALABRAS CLAVE: Sentido. Trabajo. Maestro. Significados del Trabajo. Significados del Trabajo Docente.

Article submitted to the similarity system



Editor: Prof. Dr. Sebastião de Souza Lemes

Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz.

Revista on line de Política e Gestão Educacional (RPGE),
Araraquara, v. 29, n. 00, e025012, 2025.

e-ISSN: 1519-9029



 10.22633/rpge.v29i00.20286





INTRODUCTION

Throughout the professional and academic trajectory, particularly in teaching, it is evident that the meanings attributed to teaching work are diverse and, at times, contradictory. While some teachers highlight aspects such as professional fulfillment, vocation, and the social role of the profession, others point to challenges such as workload, devaluation, and a lack of meaning in their work. These processes are direct consequences of teachers' professional performance and affect them subjectively (Castaman & Ferreira, 2024). This duality reflects the complexity of teaching activity, influenced by contextual and social factors.

This article presents a literature review that aims to map and analyze the meanings attributed to teaching work, based on theoretical frameworks from the historical-cultural perspective. The study assumes that teaching work is carried out by individuals formed within a historical and cultural system (Leontiev, 1978), which implies multiple interpretations and experiences. We begin with the reality faced by teachers who, despite being affected by illness and confronting numerous difficulties, continue to believe that education is a form of resistance and a means of building a new future (Batista & Kalmus, 2024). The guiding question of the research is: What meanings do teachers attribute to their teaching work?

Although the theme is widely discussed both nationally and internationally, this review explores the meanings teachers assign to their work, considering both individual experiences and the social and historical determinations that shape them. Thus, the study aims to contribute to the academic debate by highlighting teachers' voices, the re-significations that emerge from the relationship between theory and practice, and, as Alexandrino and Raitz (2023) suggest, the potential that can be developed from the lived experiences of educators.

Methodological Procedures

This study adopted the concept of the *state of knowledge* to structure the literature review. According to Morosini and Fernandes (2014), the state of knowledge refers to the reflection and synthesis of scientific production, encompassing articles, dissertations, theses, and books on a given topic. The authors emphasize that both the historical context in which knowledge was produced and the elements involved in its development must be considered. Despite presenting methodological challenges, the state of knowledge has emerged as an expanding phenomenon in the Brazilian academic landscape, allowing the analysis of different paradigms in relation to a study object, as well as the examination of its historical development and various publication sources (Morosini et al., 2021).

The research was conducted through a literature review using the SciELO database, the Brazilian Digital Library of Theses and Dissertations, and the CAPES Periodicals Portal, covering



a ten-year timeframe. In addition, articles, theses, dissertations, and books considered essential for the theoretical foundation of the study were included, with the consultation, organization, and analysis of publications on the topic enhancing the quality of the research (Morosini et al., 2021).

What Does the Literature Say About the Meanings of Teaching Work?

Over time, the relationship between human beings and work has been linked to securing the means of survival. The category of work is understood through the relationship between the ontological and historical foundations of human beings, as an activity exclusively performed by humans through rationality (Saviani, 2007). Consequently, work involves activities that require planning, organization, reflection, and adaptability—transcending instinctual behavior. In this regard, Coutinho (2009) notes that work is a complex and dynamic activity that meets human demands, encompassing what Antunes (2009) refers to as the various spheres of social being.

Discussions involving the concept of work often touch upon issues related to capitalism, labor exploitation, and alienation. The relationship between individuals and work has been shaped by different labor arrangements—whether waged, enslaved, subsistence-based, or otherwise (Godinho, 2019). As such, the meanings attributed to work have been shaped by the individuals interpreting it, based on the nature of their activities, the social relationships they experience, the structures to which they are subjected, and the types of goods and services they produce.

Thus, meanings are interpreted from an individual perspective. Coutinho (2009) points out that meanings are produced by individuals based on their particularities. In the context of work, human experiences give rise to the attribution of meaning, through a dialectic between social representations and one's interpretation of the world, which is inherently subjective to each human being.

The meanings attributed to work, therefore, become the subject of numerous definitions and interpretations. The difficulty in reaching a consensus on its definition is noted by Ferraz and Fernandes (2019), and it is essential to consider the specificities of the lives and experiences of the individuals involved (Tibola et al., 2020). In addition, Tolfo and Piccinini (2007) point out that the meaning of work is related to the worker's perception of the social value of the activity they perform—in this case, teaching—alongside the issue of labor exploitation mentioned by Castaman and Ferreira (2024), which involves the conditions, means, and possibilities for carrying out work within the capitalist context.

Within this framework, the literature reveals both positive and negative aspects, highlighting a dichotomy in the meanings attributed to work. However, many studies underscore



elements that reinforce its significance and potential for individual well-being, a critical perspective also persists, shaped by issues that do not always align in favor of the teacher.

Given this, the discussion surrounding the meaning(s) attributed to teaching work requires acknowledgment of the transformations brought about by the implementation of neoliberal policies in Brazil, as discussed by Raitz and Silva (2014). These changes have led to the precarization of teaching in contemporary times. As the authors point out, teaching is an activity that demands specific knowledge, implying profound changes in how the meanings of teaching work are analyzed. Caldas (2007) posits that this space is permeated by both objective and subjective dimensions linked to the ways in which human existence is constituted, thus establishing a scenario marked by theoretical disputes. These dynamics may manifest in the school environment both to meet the demands of the capitalist system and to challenge such forms of existence, through a practice oriented toward the social production of life (Frigotto, 1989).

Historically, teaching work has adapted to the changes occurring in society (Ferreira, 2010). This includes both the way knowledge is produced and the socially constructed inter-relations. According to the author, teaching work possesses a cultural and symbolic character, aligning with the historical-cultural perspective.

Ambivalences in the Meanings of Teaching Work

We refer to the ambivalences in the meanings of teaching work as the ambiguity present in the literature, which often defines these meanings in both positive and negative terms. This is due to the fact that teaching involves work permeated by both objective and subjective dimensions, which vary according to context. However, despite this diversity, certain meanings emerge more prominently in the literature, revealing commonalities in the perceptions of teaching work.

Among the negative factors recurrently highlighted in the literature are the precarization and devaluation of the profession (Dias & Cruz, 2013; Dziekaniak et al., 2017; Lima, 2020; Nascimento et al., 2016; Nunes et al., 2022; Rocha, 2020; Rocha & Hypolito, 2020; Roque et al., 2022; Sousa et al., 2021; Castaman & Ferreira, 2024). Teaching is described as work with long hours (Basso, 1998; Castaman & Ferreira, 2024), an exhausting routine, lack of time for planning and organizing activities (Abdalla, 2011), excessive tasks inside and outside the school (Dias & Cruz, 2013), and a burdensome and highly regulated nature (Cunha & Cardôzo, 2015).

The presence of capitalism in education (Dziekaniak et al., 2017) reveals the competitiveness of the labor market, where a high-performance culture is established (Castaman & Ferreira, 2024), and the suffering inherent in the work is normalized (Nascimento et al., 2016).



Along these lines, Barros, Pereira, and Oliveira (2022) also mention the actions of the State upon teachers, through public-private partnerships and regulatory mechanisms that increasingly treat education as a commodity. The study by Irigaray et al. (2019) cites the pressure faced by teachers, in addition to job instability and the intensification of work, characterized by intense routines. This model emphasizes tension, alienation, anxiety, and fatigue (Mateus & Honório, 2018), reinforcing a Taylorist view of labor (Godinho, 2019; Haskel, 2021). Dias and Cruz (2013) mention, at the institutional level, top-down policies and issues related to educational investment, as well as increasing demands for qualifications. In this regard, Petri et al. (2019) address bureaucracy through meetings and management positions that are poorly organized, and what Batista and Kalmus (2024) describe as limited autonomy for decision-making regarding the organization of work.

The reality presented in the literature compromises not only the quality of education but also dehumanizes the teacher's work, a profession marked by exhaustion and a lack of social recognition—the latter being identified by Martínez et al. (2024) as a factor impacting teachers' mental health. Intensified demands, combined with a scarcity of resources, reveal a paradox: while higher qualifications are increasingly demanded from teachers, there is little investment in policies that ensure decent working conditions, perpetuating a cycle of burnout and dissatisfaction.

The logic of competitiveness and productivity—an influence of capitalism on education—contradicts the formative essence of teaching. The pressure for results, coupled with a high-performance culture, trivializes teachers' suffering, turning schools into spaces of tension and alienation. This dynamic reduces teaching to fragmented and bureaucratic tasks, distancing it from its central purpose: the critical and emancipatory education of students. It also hinders what Dal'Bó et al. (2024) consider essential to teaching and learning: breaking from traditional perspectives and fostering teachers' creative potential. The result is an environment marked by anxiety, fatigue, and a loss of meaning, in which teachers find themselves increasingly distant from professional autonomy and fulfillment.

Another major challenge is that policies often ignore the real needs of schools and teachers. Unproductive meetings, disorganized management, and a lack of adequate investment create barriers to pedagogical practice, overburdening teachers with duties that contribute little to the teaching-learning process. This disconnect between institutional demands and school realities reinforces a sense of abandonment, highlighting the urgent need for policies that value teachers' voices and promote more democratic and participatory management. Without such changes, teaching will continue to be seen as a burdensome activity rather than a transformative profession.

In contrast, the most frequently cited positive factors include recognition and appreciation (Abdalla, 2011; Castro & Cançado, 2009; Dias & Cruz, 2013; Irigaray et al., 2019;



Nascimento et al., 2016; Pereira & Tolfo, 2016; Pires & Macêdo, 2020; Rocha, 2020; Roque et al., 2022; Vilas Boas & Morin, 2016; Martínez et al., 2024). The literature shows that teachers attribute deep meaning to their work, such as feeling gratified by the profession (Castro & Cançado, 2009), a strong belief in and awareness of the significance of their role (Abdalla, 2011), and the construction of identities and subjectivities, as well as contributions to students' success (Dias & Cruz, 2013; Godinho, 2019). Also emphasized are opportunities for professional development (Vilas Boas & Morin, 2016), productivity coupled with enjoyment in teaching (Nascimento et al., 2016), the formation of affective bonds (Lima, 2020; Rocha, 2020), and work autonomy (Gai et al., 2021; Nascimento et al., 2016; Pires & Macêdo, 2020; Vilas Boas & Morin, 2016). Beyond the school environment, the meaning of work also extends to the social sphere, encompassing contributions to society (Nunes et al., 2022) and the recognition of teaching as a prestigious career (Godinho, 2019).

A closer look at the positive meanings attributed to teaching reveals that these elements contribute to the construction of professional identities and subjectivities, shaping how teachers perceive their social contributions. This suggests that, despite the challenges of the profession, there is a rewarding dimension to teaching, linked both to pedagogical relationships and to social recognition. Batista and Kalmus (2024) reinforce the importance of significant individuals and experiences in teachers' professional journeys—students, colleagues, meaningful activities, and memorable situations.

Another relevant point is the reference to aspects such as professional development, autonomy, and pleasure in work, which point to the importance of favorable conditions for the practice of teaching. Affection and the prestige associated with the profession also emerge as elements that strengthen teachers' resilience and perseverance. The diversity of positive meanings—ranging from personal fulfillment to collective contributions to society—reveals a multifaceted view of teaching. This plurality of meanings is a key element for retaining and motivating professionals in the field, especially in challenging contexts, where symbolic and emotional appreciation can partly compensate for material and structural shortcomings.

FINAL CONSIDERATIONS

This article explored the meanings attributed to teaching work, highlighting a dynamic marked by ambivalences. On one hand, positive perceptions—such as professional fulfillment, social recognition, and contribution to student development—emphasize the vocational dimension of the profession. On the other hand, persistent critical issues—such as work overload, lack of recognition, and precarious conditions—reflect the everyday challenges faced by





teachers. This duality reveals that the meanings of teaching work are not univocal but rather the result of the interweaving of objective conditions and subjective experiences.

An analysis of the literature shows that the meanings of teaching work are intrinsically linked to social transformations and current educational policies. The advancement of neoliberalism and the growing productivity-driven context in education have created a scenario of intensified demands and weakened working conditions. However, even in adverse contexts, teachers resign their practice by valuing autonomy, affective relationships, and the social impact of their work. This resilience sheds light on the complexity of teaching as a professional activity.

We also emphasize the importance of considering contextual specificities in analyzing the meanings of teaching work. Perceptions vary according to individual trajectories, institutional conditions, and public policies that regulate the profession. In this regard, it is essential that future studies deepen the relationships between macro-level educational structures and micro-level teaching experiences, in order to understand how social transformations influence the construction of meaning in the school context. Moreover, the implementation of teacher appreciation policies that ensure better working conditions and social recognition is crucial to mitigating negative impacts and enhancing the positive dimensions of the profession.

With respect to professional practice, we believe that engaging in dialogue with teachers about the meanings of their work—and identifying ways to ensure that positive factors outweigh negative ones—is essential. Addressing this topic through continuing education, for instance, enables teachers to reflect on the meanings they attribute to their work, seeking alternatives to clarify and explore them more fully.

In the academic sphere, despite existing efforts to explore the topic, there remains a need to broaden the theoretical discussion and to conduct empirical research that identifies how teachers perceive the meanings of their work within school settings. The relationship between empirical data and theoretical frameworks enables the development of scientific studies that can contribute meaningfully to academic reflection and the formulation of concrete actions based on such research.

We reiterate the need for theoretical-methodological approaches that integrate both the objective and subjective dimensions of teaching, recognizing it as a complex activity. Despite the contradictions inherent to the profession, teachers continue to assign meanings to their work that transcend instrumental concerns, aligning it with ethical, aesthetic, political, and formative purposes. From this perspective, understanding the meanings of teaching work contributes not only to academic debate but also to the design of public policies aligned with educators' needs, in pursuit of a more just and humanized education.





REFERENCES

- Abdalla, M. F. B. (2011). Representações sociais dos professores formadores: O sentido do trabalho docente e a profissionalização. *Nuances*, 16(17). <https://doi.org/10.14572/nuances.v16i17.319>
- Alexandrino, T. N. B., & Raitz, T. R. (2023). Sentido(s) do trabalho docente para professoras e professores que participam de Conselhos Municipais de Educação: Revisão na literatura cinzenta nacional. In *Pedagogia Crítica e Inovação: Novas Abordagens e perspectivas para a educação*, (1), 449–463. <https://doi.org/10.47402/ed.ep.c2319637263>
- Antunes, R. (2009). *Os sentidos do trabalho: Ensaios sobre a afirmação e a negação do trabalho*. Boitempo.
- Barros, T. A., Pereira, M. A. R., & Oliveira, C. A. V. (2022). Efeitos do estado gestor sobre o trabalho docente. *Revista on Line De Política E Gestão Educacional*, 26(00), e022012. <https://doi.org/10.22633/rpge.v26i00.16459>
- Basso, I. S. (1998). Significado e sentido do trabalho docente. *Cadernos do CEDES*, 19(44), 19–32. <https://doi.org/10.1590/S0101-32621998000100003>
- Batista, L. C. C., & Kalmus, J. (2024). Histórias de professoras: experiências de enfrentamento das dificuldades cotidianas. *Psicologia Escolar E Educacional*, 28, e259018. <https://doi.org/10.1590/2175-35392024-259018>
- Caldas, A. R. (2007). *Desistência e resistência no trabalho docente: Um estudo das professoras e professores do ensino fundamental da rede municipal de educação de Curitiba* (Tese de doutorado). Universidade Federal do Paraná. Repositório UFPR.
- Castaman, A. S., & Ferreira, L. S. (2024). Condições do Trabalho Pedagógico: análises dos discursos dos professores. *Educação & Realidade*, 49, e123513. <https://doi.org/10.1590/2175-6236123513vs01>
- Castro, P. M., & Cançado, V. L. (2009). Prazer e sofrimento no trabalho: A vivência de profissionais de recursos humanos. *Revista Gestão e Planejamento*, 10(1), 19–37.
- Coutinho, M. C. (2009). Os sentidos do trabalho contemporâneo: As trajetórias identitárias como estratégia de investigação. *Cadernos de Psicologia Social do Trabalho*, 12(2), 189–202. <https://doi.org/10.11606/issn.1981-0490.v12i2p189-202>
- Cunha, J. L., & Cardôzo, L. S. (2015). Os sentidos do trabalho do professor e o lugar social do ensino de História. *Educação*, 40(3), 529–544. <https://doi.org/10.5902/1984644418702>
- Dal'Bó, R. G., Zwierewicz, M., Corrêa, S. S., & González, G. C. V. (2024). Teacher training, creativity, and inclusion in basic education: A research intervention. *Global*



Journal of Human-Social Science, 24(G4), 13–20. <https://doi.org/10.34257/GJHSSGVOL24IS4PG13>

- Dias, A. F., & Cruz, M. H. S. (2013). As representações dos sentidos e significados atribuídos ao trabalho docente na perspectiva de gênero. *Ambivalências*, 1(2), 104–128. <https://doi.org/10.21665/2318-3888.v1n2p104-128>
- Dziekaniak, F. A., Gomes, V. S., & Dolci, L. N. (2017). Tutoria a distância: Sobre o trabalho e a docência. *Informática na Educação: Teoria & Prática*, 19(3). <https://doi.org/10.22456/1982-1654.60079>
- Ferraz, D. L. S., & Fernandes, P. C. M. (2019). Desvendando os sentidos do trabalho: Limites, potencialidades e agenda de pesquisa. *Cadernos de Psicologia Social do Trabalho*, 22(2), 165–184. <https://doi.org/10.11606/issn.1981-0490.v22i2p165-184>
- Ferreira, L. S. (2010). O trabalho dos professores na escola: quando o tempo se trai. *Revista HISTEDBR Online*, 10(38). <https://periodicos.sbu.unicamp.br/ojs/index.php/histedbr/article/view/8639759>
- Frigotto, G. (1989). *A produtividade da escola improdutiva: Um (re)exame das relações entre educação e estrutura econômico-social capitalista* (3a ed.). Cortez; Autores Associados.
- Gai, M. J. P. et al. (2021). O sentido do trabalho: Um estudo de caso com docentes argentinos. *ID on Line. Revista de Psicologia*, 15(57), 186–202. <https://doi.org/10.14295/online.v15i57.3181>
- Godinho, L. F. R. (2019). *Sentidos do trabalho docente*. UFRB.
- Haskel, I. R. (2021). *Os sentidos de gênero e trabalho docente atribuídos por professores/as do ensino médio em uma escola no litoral catarinense* (Dissertação de mestrado). Universidade do Vale do Itajaí. Repositório Institucional UNIVALI. <https://biblioteca.univali.br/pergamumweb/vinculos/pdf/Igor%20Rodrigo%20Haskel.pdf>
- Irigaray, H. A. R. et al. (2019). Vínculos profissionais e sentido do trabalho: Uma pesquisa com professores do ensino superior. *Revista de Administração Mackenzie*, 20(1), 1–27. <https://doi.org/10.1590/1678-6971/eRAMG190070>
- Leontiev, A. (1978). *O desenvolvimento do psiquismo*. Livros Horizonte.
- Lima, F. S. (2020). *Entre sentidos e experiências: Um estudo sobre trabalho docente e suas perspectivas na educação de jovens e adultos do Distrito Federal* (Dissertação de mestrado). Universidade de Brasília.
- Martínez, M., Bórquez, C., & Huerta, P. (2024). Saúde mental e bem-estar emocional de professores universitários. *Revista on Line de Política e Gestão Educacional*, 28(00), e023029. <https://doi.org/10.22633/rpge.v28i00.19878>



- Mateus, F. J. A., & Honório, L. C. (2018). *Psicodinâmica do trabalho no ensino fundamental público e privado: Comparando a docência em escolas do interior de Minas Gerais* [Anais]. In 42° Encontro Nacional da Associação Nacional de Pós-Graduação e Pesquisa em Administração, Enanpad.
- Morosini, M. C., & Fernandes, C. M. B. (2014). Estado do Conhecimento: conceitos, finalidades e interlocuções. *Educação Por Escrito*, 5(2), 154–164. <https://doi.org/10.15448/2179-8435.2014.2.18875>
- Morosini, M. C., Nascimento, L. M., & Nez, E. (2021) Estado de conhecimento: a metodologia na prática. *Revista Humanidades e Inovação*, 8(55). <https://revista.unitins.br/index.php/humanidadeseinovacao/article/view/4946>
- Morosini, M., Kohls-Santos, P., & Bittencourt, Z. (2021). *Estado do conhecimento: Teoria e prática*. CRV.
- Nascimento, R. P. et al. (2016). Trabalhar é manter-se vivo: Envelhecimento e sentido do trabalho para docentes do ensino superior. *Sociedade, Contabilidade e Gestão*, 11(2). https://doi.org/10.21446/scg_ufrj.v11i2.13382
- Nunes, T. S., Gonçalves, J., & Torga, E. M. M. F. (2022). Precarização e função social: Análise dos significados do trabalho de docentes da pós-graduação. *Avaliação*, 27(1), 68–90. <https://doi.org/10.1590/s1414-40772022000100005>
- Pereira, E. F., & Tolfo, S. R. (2016). Estudos sobre sentidos e significados do trabalho na psicologia: Uma revisão das suas bases teórico-epistemológicas. *Psicologia Argumento*, 34(86), 302–317. <https://pesquisa.bvsalud.org/portal/resource/pt/biblio-835192>
- Piloni Petri, M., Gallon, S., & Vaz, E. D. (2019). Os sentidos do trabalho para docentes de pós-graduação *stricto sensu*: Um estudo com docentes das áreas de administração e educação. *Revista Alcance*, 25(3), 366–380. [https://doi.org/10.14210/alcance.v25n3\(Set/Dez\)](https://doi.org/10.14210/alcance.v25n3(Set/Dez))
- Pires, R. V., & Macêdo, K. B. (2020). Labor e muito amor: Mobilização subjetiva do trabalho docente. *Revelli*, 12(0), e202037. <https://doi.org/10.51913/revelli.v12i0.10966>
- Raitz, T. R., & Silva, C. (2014). Trajetórias identitárias e sentidos do trabalho para professoras universitárias. *Psicologia e Sociedade*, 26(1), 204–213.
- Rocha, D. R. (2020). *Sentidos do trabalho docente em meio às disputas por um projeto de escola pública: Dilemas, desafios, entraves e possibilidades* (Tese de doutorado). Universidade Federal de Pelotas.
- Rocha, D. R., & Hypolito, Á. L. M. (2020). Disputas pela escola pública: Contribuições históricas para pensar o trabalho docente. *Linhas Críticas*, 26, 1–15. <https://doi.org/10.26512/lc.v26.2020.31908>



- Roque, M. G. M., *et al.* (2022). Para além de uma vocação: Sentido do trabalho para os professores da Unidade Escolar Municipal Conveniada Belo Campo. *Revista Gestão & Conexões*, 11(2), 28–51. <https://doi.org/10.47456/regec.2317-5087.2022.11.2.36267.28-51>
- Saviani, D. (2007). Trabalho e educação: fundamentos ontológicos e históricos. *Revista Brasileira de Educação*, 12(34), 152–180. <https://doi.org/10.1590/S1413-24782007000100012>
- Sousa, F. S., *et al.* (2021). Os sentidos atribuídos ao trabalho docente por professoras e professores no contexto da pandemia da covid-19. *Revista Práxis*, 3, 77–95. <https://doi.org/10.25112/rpr.v3.2591>
- Tibola, N. G., Aquino, D. C. C., & Raitz, T. R. (2020). Sentidos do trabalho na perspectiva de jovens universitários. *Boletim Técnico do Senac. A Revista da Educação Profissional*, 46(1), 121–132. <https://doi.org/10.26849/bts.v46i1.775>
- Tolfo, S. da R., & Piccinini, V. (2007). Sentidos e significados do trabalho: Explorando conceitos, variáveis e estudos empíricos brasileiros. *Psicologia & Sociedade*, 19(spe), 38–46. <https://doi.org/10.1590/S0102-71822007000400007>
- Vilas Boas, A. A., & Morin, E. M. (2016). Sentido do trabalho e fatores de qualidade de vida no trabalho: A percepção de professores brasileiros e canadenses. *Revista Alcance*, 23(3), 272–292. [https://doi.org/10.14210/alcance.v23n3\(Jul-Set\).p272-292](https://doi.org/10.14210/alcance.v23n3(Jul-Set).p272-292)

CRediT Author Statement

Acknowledgements: None.

Funding: None.

Conflicts of interest: None.

Ethical approval: No empirical data were collected, and no submission to an ethics committee was required.

Data and material availability: Yes.

Authors' contributions: Tarsilla Noemi Bertoli Alexandrino: conceptualization, data analysis, methodology, project administration, writing, review. Mara Regina Zluhan: conceptualization, data analysis, methodology, writing, review. Shirlei de Souza Corrêa: conceptualization, data analysis, methodology, writing, review.

Processing and editing: Editora Ibero-Americana de Educação
Proofreading, formatting, standardization and translation

