

37 - QUALITY OF LIFE: RESEARCH WITH DEAF PROFESSORS IN A PUBLIC INSTITUTION

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1. Introduction

The deaf people quality of life has earned researchers interest, who discuss different scenarios, factors related to deaf and hard hearing people Quality of Life (QoL) (HINTERMAIR, 2007, CHAVEIRO et al., 2014, JAIYEOLA; ADEYEMO, 2018). For the World Health Organization (WHO), the QoL can be defined as “the individual's perception of his position in life in the cultural context and value system in which he lives and in relation to his goals, expectations, standards and concerns” (THE WHOQOL GROUP, 1995, p. 1405).

The analysis relevance in quality of life increased expressively in the last decades (CRUZ, et al., 2013). In the knowledge field, the theme integrates countless scientific areas and it is present in the social daily life (ALMEIDA; GUTIERREZ; MARQUES, 2012). However, questions about QoL suggest increasing investigations about this issue, even though the achieved answers are not enough, there are fragments to be analyzed, searching solutions related to concept, operationalization and evaluation that have not been defined by other researchers (GLATZER, 2015).

The deaf person had had denied the sign language use to communicate by many years and resulting from this situation, there were several social, politic and educational struggles by this community, for the Brazilian Sign Language recognition. The Brazilian Sign Language is a language that has an own grammar and is structured in all levels as oral languages (GESSER, 2009). The deaf identifies himself with the community through the ways to see the world that were acquired with visual experiences, associated to exchanged experiences through the sign language, becoming able to express feelings and ideas (QUADROS, 2003).

Deaf professors had gained space to act in the higher education as Brazilian Sign Language professors after educational politics changes (MULLER, 2009). This professional valuation is significant, so that the deaf professor takes part into ongoing formation programs and actively participates in inclusion politics execution (FARIA, 2011). In this way, within a collaboration culture between deaf professors, the professors training environment provides peer interaction and ponders about the practice while knowledge and experiences are shared (HAUTRIVE, BOLZAN, 2017).

Recent quality of life researches show that deaf students from special schools present higher QoL in environment and social relationships domains (JAIYEOLA; ADEYEMO, 2018). Therefore, in a sample composed by young people and adults, deaf and hard of hearing presented better self-esteem in groups of people with higher resources and the cultural relations influenced the differences acceptance (HINTERMAIR, 2007). However, taking into account the higher education context, QoL researchers with professors highlight work demand, mainly regarding scientific production, causing anguish and stress to professors (PINTO et al., 2017; MARTINEZ; VITTA; LOPES, 2009; GARCIA; OLIVEIRA; BARROS, 2008).

Regarding the context presented, this paper aims to evaluate the deaf professors Quality of Life (QoL) in a public institution.

2. Methodology

Regarding the data collect procedure, the WHOQOL -bref instrument of quality of life assessment was used, composed by 26 questions, within two are general quality of life questions and 24 represent facets – that compose the original WHOQOL-100 instrument (FLECK et al., 2000). In the Figure 1, the domains and facets that compose the used instrument can be viewed.

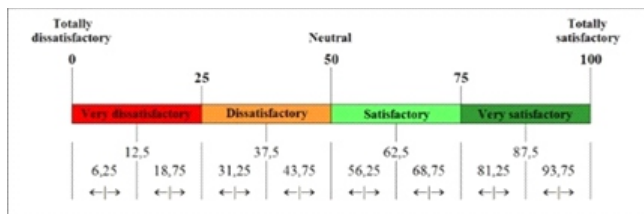
Figure 1: Domains e facets WHOQOL-bref.

| Physical | Psychological | Social Relationships | Environment |
|--|--|------------------------|---|
| Pain and discomfort | Positive feelings | Personal relationships | Physical safety and security |
| Energy e fatigue | Thinking, learning, memory and concentration | Social support | Home environment |
| Sleep and rest | Self-esteem | Sexual activity | Financial resources |
| Mobility | Bodily image and appearance | | Health and social care: accessibility and quality |
| Activities of daily living | Negative feelings | | Opportunities for acquiring new information and skills |
| Dependence on medication or treatments | Spiritual/Religion/Personal Beliefs | | Participation in and opportunities for recreation/ leisure activities |
| Work capacity | | | Physical environment (pollution/noise/traffic/climate) |
| | | | Transport |

Source: Produced from Fleck (2008).

To analyze the data, the tool proposed by Pedroso et al. (2010) that automatically generates scores calculation and descriptive statistics of the WHOQOL -bref instrument of quality of life assessment was used. To interpret the data, the satisfaction response scale proposed by Timossi et al. (2009) was used, presented in the Figure 2:

Figure 2: Domains e facets WHOQOL-bref.



Source: Timossi et al. (2009).

According to Timossi et al. (2009) the scale is grasped from 0 to 100, in which the range from 0 to 25, represents high dissatisfaction, from 25 to 50, dissatisfaction, from 50 to 75, satisfaction, from 75 to 100, high satisfaction, besides the central point 50, considered intermediary.

The sample used in this research was composed by nine high education deaf professors in a Southern Brazil public institution. The quiz was applied through an online platform, during September 2018.

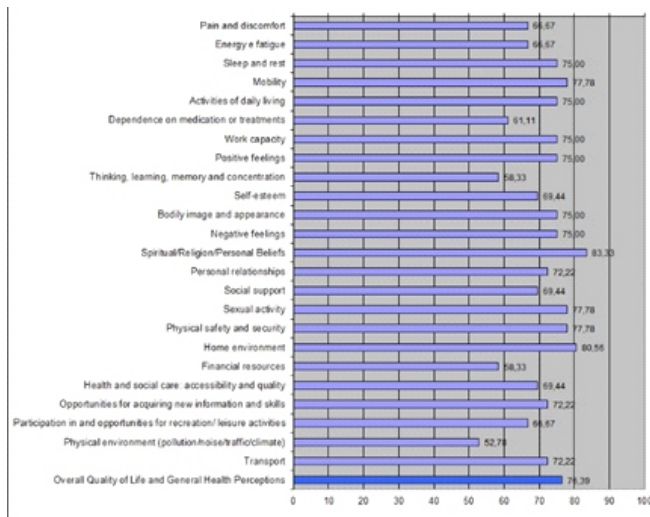
All participants agreed with the consent form attached to the quiz and the research is considered with human beings (and not in human beings), in other words, it is considered not invasive. The quiz is restricted to identify perceptions.

3. Results and Discussions

To better understand the results obtained, it is important to keep in mind that the total number of deaf professors that composes the functional picture of the public education institution is nine professionals. Of which, five are females and four males, all of them with at least specialist degree.

The score presented in the Graph 1 correspond to the application of the WHOQOL -bref instrument of quality of life assessment. The inverted facets have been converted to the normal scale to be possible to compare to others.

Graph 1: WHOQOL -bref facets' score.



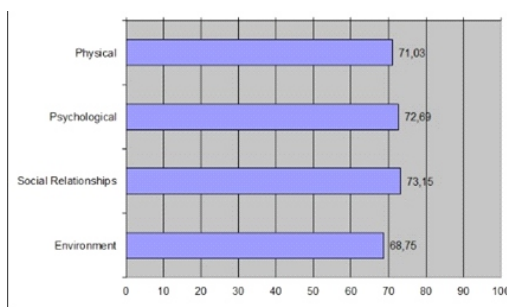
Source: The authors (2018).

Within the 24 facets that compose the assessment instrument, through the data analysis, 11 have been found in the 75 to 100 range and, therefore, correspond to a high satisfaction level. The facets that obtained the highest scores were "Spirituality/religion/personal beliefs" with 83,33 and "Home Environment" with 80,56. Panzini et al. (2007) concluded in their study that the way the human being get involved with spirituality and religion can reflect in his life, originating both relief and discomfort, being the solution for the problem or even the stress reason.

Regarding to the other 13 facets, in general way, were found in the 50 to 75 range, corresponding to a satisfactory level. Thus, the facets with the lowest scores were "Physical environment" with 52,78, "Financial resources" with 58,33 and "Thinking/learning/memory/concentration", also with 58.33. Toward to the physical environment, Ferreira et al. (2016) affirm that an innovative management from governors is essential to decrease physical restrictions in the work environment and benefit the common communication and participation, even if the process expenditures are high.

The following Graph 2 shows the research results regarding to the WHOQOL -bref instrument domains.

Graph 2: WHOQOL -bref domains' score.



Source: The authors.

The domain with the highest score was "Social relationships" with 73,15. Muller (2009) comments in her deaf professors research that before communication actions and information about the deaf culture, the dialogue lack with listeners and the isolation of the deaf professor in education institutions were common, but this reality is changing because new ways to get involved has been created and established.

The domain with the lowest score among the presented results was "Environment" with 68,75. According to Hankebo (2018) the deaf professors' inclusion in school and university environment still finds obstacles, generated mainly by the communication lack between listeners and deaf. These professors need the academic community support, that recognizes the inclusion and that has access to materials, methodologies to improve their practice and Brazilian Sign Language interpreter's help in classroom.

4. Concluding remark

This study aimed to evaluate the deaf professors QoL in a public institution. Analyzing the results, it is possible to conclude that is necessary attention to the physical environment to contemplate all the specificities of the involved professionals, actions that across from means of virtual communication between the management and the deaf professor and between the professors to the space rearranging where the deaf professor and the interpreter can keep a constantly dialogue. In the same way the social relationships appear with the highest score, being one of the hypothesis the last-years increase of the knowledge and access to Brazilian Sign Language, sparking learning interest in the inserted people.

The Law 10236 of 2002 recognized the Brazilian Sign Language as a legal mean of communication and expression, consequently the Decree 5626 of 2005, recognizes the deaf person as that who interacts with the world through the sign language. Therefore, the Brazilian Sign Language must be present in all learning, research and extension relations in the university, to the ongoing formation, for instance, could be thought and organized into the inclusion perspective.

Thus, these professors need academic community support, who knows inclusion, to increase the communication between listeners and deaf people is concluded.

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QUALITY OF LIFE: RESEARCH WITH DEAF PROFESSORS IN A PUBLIC INSTITUTION

Abstract

This paper aims to evaluate the deaf professors Quality of Life (QoL) in a public institution. Regarding the data collect procedure, the WHOQOL -bref instrument of quality of life assessment was used, composed by 26 questions, within two are general quality of life questions and 24 represent facets. The results show that the facets with the highest scores were "Spirituality/religion/personal beliefs" with 83,33 and "Home Environment" with 80,56. The facets with the lowest scores were "Physical environment" with 52,78, "Financial resources" with 58,33 and "Thinking/learning/memory/concentration", also with 58.33. The domain with the highest score was "Social relationships" with 73,15, being one of the hypothesis the last-years

increase of the Knowledge and access to Brazilian Sign Language. Whereas the domain with the lowest score was "Environment" with 68.75. These professors need academic community support, who knows inclusion, to increase the communication between listeners and deaf people is concluded.

Key words: Quality of Life; Deaf; Professors.

QUALITÉ DE VIE: RECHERCHE AVEC DES ENSEIGNANTS SOURDS D'UN ÉTABLISSEMENT PUBLIC

Résumé

L'objectif de cette étude est d'évaluer la qualité de vie des enseignants sourds dans une institution publique. Pour la collecte des données, nous avons utilisé l'instrument d'évaluation de la qualité de la vie WHOQOL-bref composé de 26 questions: deux questions générales relatives à la qualité de la vie et 24 questions facettes. Les résultats montrent que les facettes qui ont obtenu les scores les plus élevés sont "Spiritualité / religion / croyances personnelles" avec 83,33 et "Environnement familial" avec 80,56. Les facettes avec les scores les plus bas sont "Environnement physique" avec 52,78, "Ressources financières" avec 58,33 et "Pensée / apprentissage / mémoire / concentration", également avec 58,33. Le domaine avec le score le plus élevé est "Relations sociales" avec 73,15, une des hypothèses pour ce fait étant l'expansion des connaissances et l'accès à la LIBRAS (Langue des signes brésilienne) au cours des dernières années. Le domaine avec le score le plus bas est celui de "Environnement" avec 68,75. Nous concluons que ces enseignants ont besoin du soutien de la communauté universitaire, pour reconnaître l'inclusion et pour élargir la communication entre les entendants et les personnes sourdes.

Mots-clés: Qualité de vie; Sourds; Professeurs

CALIDAD DE VIDA: INVESTIGACIÓN CON PROFESORES SURDOS DE UNA INSTITUCIÓN PÚBLICA

Resumen

El objetivo de este trabajo es evaluar la calidad de vida (CV) de profesores sordos en una institución pública. En cuanto al procedimiento de recolección de datos, la investigación se utilizó del instrumento de evaluación de calidad de vida WHOQOL-bref, compuesto por 26 cuestiones, siendo dos cuestiones generales de calidad de vida y 24 representan facetas. Los resultados muestran que las facetas que obtuvieron las mayores puntuaciones fueron "Espiritualidad / religión / creencias personales" con 83,33 y "Ambiente del hogar" con 80,56. Las facetas con menor puntuación fueron "Ambiente físico" con 52,78, "Recursos financieros" con 58,33 y "Pensar / aprender / memoria / concentración", también con 58,33. El dominio con mayor puntuación fue "Relaciones sociales" con 73,15, siendo una de las hipótesis la expansión del conocimiento y acceso a la Lengua Brasileña de Señales en los últimos años. El dominio con menor puntuación fue para "Ambiente" con 68,75. Se concluye que estos profesores necesitan apoyo de la comunidad académica, que reconozca la inclusión, para ampliar la comunicación entre oyentes y sordos.

Palabras clave: Calidad de Vida; Sordos; Profesores

QUALIDADE DE VIDA: INVESTIGAÇÃO COM PROFESSORES SURDOS DE UMA INSTITUIÇÃO PÚBLICA

Resumo

O objetivo deste trabalho é avaliar a Qualidade de Vida (QV) de professores surdos em uma instituição pública. Em relação ao procedimento de coleta dos dados, a pesquisa utilizou-se do instrumento de avaliação de qualidade de vida WHOQOL-bref, composto por 26 questões, sendo duas questões gerais de qualidade de vida e 24 representam facetas. Os resultados mostram que as facetas que obtiveram os maiores scores foram "Espiritualidade/religião/crenças pessoais" com 83,33 e "Ambiente do lar" com 80,56. As facetas com menor pontuação foram "Ambiente físico" com 52,78, "Recursos financeiros" com 58,33 e "Pensar/aprender/memória/concentração", também com 58,33. O domínio com maior score foi "Relações sociais" com 73,15, sendo uma das hipóteses a expansão do conhecimento e acesso à Língua Brasileira de Sinais nos últimos anos. O domínio com menor score foi para "Ambiente" com 68,75. Conclui-se que estes professores precisam de apoio da comunidade acadêmica, que reconheçam a inclusão, para ampliar a comunicação entre ouvintes e surdos.

Palavras-Chave: Qualidade de Vida; Surdos; Professores