

## 11 - QUALITY OF LIFE OF TEACHERS: A STUDY IN HIGHER EDUCATION INSTITUTIONS OF THE CITY OF PALMAS – TO.

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### INTRODUCTION

The quality of life has been widely discussed nowadays being designed by World Health Organization (WHO, 1995) as the individual's perception about their position in life, in the context of culture and value systems in which he lives, and in relation to their objectives, expectations, patterns and concerns.

It is influenced by satisfaction at personal, professional and economical. When one of these factors is not balanced, the income of the individual can reduce the disturbing own employability and further worsening with the emergence of psychological and psychosomatic diseases arising from the lowering of quality of life (RODRIGUES, 1999).

The combination of multiple factors is crucial for distinguishing and classifying the quality of life (NAHAS, 2003). These factors can cause the deterioration of quality of life of individuals and, if not understood and remedied in the work environment or the individual level, lead to psychological symptoms and psychosomatic diseases, cardiovascular diseases, depression and stress may be aggravated by factors such as individual physical inactivity, excess alcohol or tobacco, as well as careless with their health, thus reducing the productivity of the teaching profession and, consequently, the quality of education provided by it (SOUZA, 2001).

The changes occurring in education and working relationships of professional education have been topics of debate and reflection. There is much talk about the progress made in education, including the majority population in basic education, low quality of education, but the biggest challenge in evaluating Pereira Benevides (2002) is to overcome the situation of disinterest, disbelief and disrespect they are in the education workers.

The teaching profession has factors that directly interfere with the quality of life and therefore deserve due consideration scientific studies that can advance the current knowledge about the health of this population, since the behavioral changes that occur by lifestyle, adapted to the profession, can not be characterized as positive.

In higher education the work process and management education has become during the past decades, with clear impact on working conditions, the social image of the teacher and the value that society attaches to education itself. These aspects may have important impacts on the physical and mental health of this occupational group.

The literature on quality of life of teachers is limited, especially with regard to university professors. Epidemiological studies are related to the topic health and disease, most often with the goal of describing the characteristics of teaching and the health complaints of teachers.

Studies published and available in libraries digitized on QOL are limited when referring to university professors. No association was found for the present study, considerations that related the profile of teachers with the domains of QOL in Brazil, much less the state of Tocantins.

With all the issues presented we find that the general quality of life of the teacher, the subject of this research is an important issue to be explored. QL dimensions to assess the wider context, the possibilities of the complexity of human beings. Found this research a way, through the scientific method to investigate suspicions over perceived professional practice.

Based on this context, the study object of our investigation is now: QUALITY OF LIFE OF UNIVERSITY TEACHERS OF THE CITY OF PALMS, State of Tocantins.

What is the perception of university teachers on their quality of life in the physical, psychological, social relations and the environment?

### OBJECTIVES:

We set a general goal for this research: To describe and analyze the perceptions of professors of higher education institutions in the city of Palmas - Tocantins about their quality of life. This goal has unfolded in the following specific objectives: to identify through the proposed variables and describe the perceptions of academics about their quality of life in the physical, psychological, social relationships and environment of the WHOQOL-Bref.

### METHODOLOGY

To achieve these goals we develop a field research that showed characteristics associated with exploratory research descriptive method. Considering the problems of this study and especially the research universe, the route followed by quantitative research technique of investigation, drawing upon the standardized and validated instrument that is called WHOQOL-Bref through which we sought to evaluate the quality of life teachers from the perception about this phenomenon. This instrument is organized responses to the Lickert scale ensuring uniformity in the response during the entire administration of the instrument. It was developed by the World Health Organization Quality of Life Measures (WHOQOL Group) member of the World Health Organization (Fleck, 2008). In the analysis performed using the SPSS.

The present study investigated the quality of life of teachers in higher education, examining the phenomenon directly in the reality of individuals, classified by this criterion, as a field research (TRIVIÑOS, 1987; LAKATOS and MARCONI, 1991).

### Universe and Sample

The northern region of Brazil, in its political-administrative organization, is divided into seven states, one being the state of Tocantins, the youngest of the federation, whose capital is Palmas, a city which belong to institutions of higher education in which teachers are participating in this study.

Considering the factors such as geographic distance and educational development, we chose to develop our study in the city of Palmas, Tocantins, which has the highest concentration of university in the state.

In light of the purposes of research and extension of the survey, we decided, for embracing the population of teachers from six institutions, who teach in higher education courses offered in public and private schools in the city of Palmas, that offer

the mode of classroom teaching.

As the universe equal to 740 teachers in total, obtained by calculating statistical on a be investigated 194 teachers, a figure calculated in percentages proportionate to the total number of teachers per institution.

### Procedures

To analyze the quality of life used the instrument called WHOQOL-bref. Group was prepared by World Health Organization Quality of Life Measures (THE WHOQOL Group), established by WHO defined quality of life as an individual's perception of their position in life in the context of their culture and value system in which they live and in relation to their expectations, their patterns and their concerns (WHOQOL Group, 2005 quoted in Fleck, 2008). The WHOQOL Group considers the concept of quality of life as a very broad concept that incorporates a complex way, physical health, psychological status, level of independence, social relationships, personal beliefs and relationship with significant aspects of the environment.

The abbreviated version (WHOQOL-BREF), adapted to Brazilian was adopted in this study to assess the quality of life of university teachers.

The procedures of collecting survey data for assessing QoL using the WHOQOL-Bref were instructed by the manual application of the instrument (Fleck, 2008). For statistical analysis we rely on technical advice from a researcher of the WHOQOL Group represented Brazil at the Federal University of Rio Grande do Sul (Department of Psychiatry and Legal Medicine).

The questions of the WHOQOL-Bref scales have four types of responses: intensity, capacity, frequency and evaluation, all graded into five levels. These scales are of Likert type, and the intensity scale varies from nothing to extreme, the capacity scale ranges from nothing to completely, the grading scale from very dissatisfied to very satisfied and very bad to very good and wide frequency ranges never to always. All words anchors have a score between 1 and 5 and in questions 3, 4 and 26 the scores are reversed due to 1 = 5; 2 = 4; 3 = 3; 4 = 2; 5 = 1 (Fleck et al., 1999).

The instrument does not admit a total score of quality of life, considering the premise that QV is a multidimensional construct, so each domain is scored independently. The determination of the domain scores is performed by multiplying the average of all items included within a field of four. Thus, the score can range from 0 (zero) to 100 (one hundred) and the larger the better value is the domain of quality of life of teachers.

The calculation of the scores of quality of life WHOQOL-Bref was performed according to the algorithm constructed and standardized by WHO in the Statistical Package for Social Sciences (SPSS) 17.0. This algorithm considers the number of questions answered in each area of the instrument and standardizes the scores for those in all areas vary from 000 to 100 points (100 points = best possible score). All three questions (Q3, Q4, Q26), formulated in the opposite direction (the higher the score, the worst situation) were reversed by the algorithm for the final score.

Statistically the data were analyzed using SPSS version 17.

### DISCUSSION

Aspects of quality of life domains - self-evaluation of university teachers

Questions 1 and 2 of the WHOQOL-BREF are general issues (evaluation of teachers with regard to their quality of life and with regard to their state of health), or do not fit into any of the domains of objects analysis of the following table. We then proceeded to present the findings and discussions on issues of data collected from 03 to 26, by categories of area.

Tabela 1 – Análise geral dos domínios do WHOQOL-bref

Domain	Average	SD
	N	194
Physical	74	14,54
Psychological	71,17	12,05
Social Relations	66,53	16,03
Environmental	59,85	11,85

The results obtained in the responses of the instrument that assessed the quality of life (WHOQOL-bref) were expressed as means and standard deviations of the scores converted into percentages and calculated beforehand for each of the domains. The average areas of the sample was  $74 \pm 14.54$  in the physical domain,  $71.17 \pm 12.05$  in the psychological domain,  $66.53 \pm 16.03$  in the social relationships domain and  $59.85 \pm 11.85$  in environmental field as shown in the table above.

Regarding the analysis of the different areas it appears that the physical domain has the highest score and the environmental field had the lowest score. However, the average showed no statistically significant differences between approximate and obtained scores themselves.

As proposed by the WHOQOL-bref, from the average of the aspects of quality of life we can assess the four domains: physical, psychological, social relations and the environment which, according to the instrument, make up the categories for analyze the quality of life.

As seen on the theoretical term quality of life is a multidimensional construct that is best conceptualized as domains and facets. Trying to fit this concept into a single multidimensional value is a risk for bringing problems of conceptual and psychometric reliability and validity. The instrument was developed to provide scores for the four domains and not to classify in general has assessed whether or not quality of life.

The instrument does not have a specific benchmark. According to the manual of the WHOQOL-Bref in a scale from 0 to 100 that measures the area evaluated by a numerical score. Importantly, the higher the value found by the WHOQOL-Bref domain is considered the best and when one area compared to others, presents a lower score means that the quality of life in this area is less satisfactory in comparison with other areas.

Based on data collected using the WHOQOL-bref, composed of 26 questions found in the results as regards the perception of higher education teachers in the city of Palmas - Tocantins about their quality of life, the following:

- For self-assessment of their quality of life the majority of teachers, 69.1%, believes the good quality of life and 8.8%

consider it very good by adding a percentage of 77.9% with self- positive evaluation of their quality of life. Those who do not consider neither bad nor good account for 17.5% and only 4.6% consider it bad. No teacher rated their quality of life as very poor.

- Regarding satisfaction with their health most teachers (51.5%) are satisfied with their health, 20.6% are neither satisfied nor dissatisfied, 20.1% are very satisfied, 7.2% is dissatisfied and 5.0% are very dissatisfied.

- Referring to the physical, psychological, social relations and environment, with their constituent aspects of the WHOQOL-Bref, the results were expressed as means and standard deviations of the scores converted into percentages and calculated beforehand for each of the areas where He met the general average of  $74.00 \pm 14.54$  in the physical domain,  $71.17 \pm 12.05$  in the psychological domain,  $66.53 \pm 16.03$  in the social relationships domain and  $59.85 \pm 11.85$  in the environmental field. Averaging the values found by the domains of WHOQOL-bref, it was found that scores of them are close together, with no significant differences between the domains.

### CONSIDERATIONS

The objective and complete analysis aimed to describe the perceptions of academics about their quality of life in the physical, psychological, social relationships and environment. Seeking to reach this goal we entered the field to collect data using the WHOQOL-bref, composed of 26 questions, as we found results regarding self-assessment of their quality of life the majority of teachers, 69.1%, the the good quality of life and 8.8% consider it very good, adding a percentage of 77.9% with positive self-evaluation regarding their quality of life. Those who do not consider neither bad nor good account for 17.5% and only 4.6% consider it bad. No teacher rated their quality of life as very poor.

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### QUALITY OF LIFE OF TEACHERS: A STUDY IN HIGHER EDUCATION INSTITUTIONS OF THE CITY OF PALMAS TO

#### ABSTRACT

Due to its specific characteristics, there are various factors in teaching that have direct influence in the quality of peoples' lives. The aim of this study is to research Professional profile and the quality of life of teachers in the city of Palmas, state of Tocantins, oriented by the guidelines of the World Health Organisation. The practical part of this study will be of an exploratory nature correlated to the descriptive method. Considering the problematic of the present study as well as its research universe, we decided to opt for the quantitative and inquiry methods through the use of two questionnaires. One hundred and ninety teachers were interviewed. The results obtained therein reveal that, in a subjective analysis teachers tend to generally qualify their quality of life as good. In the different domains, we are revealed that, in the physical and psychological areas men teachers have better quality of life than women teachers.

### QUALITÉ DE VIE DES ENSEIGNANTS: UNE ÉTUDE DANS L'ENSEIGNEMENT SUPÉRIEUR DE LA VILLE DE PALMAS – TO.

#### RÉSUMÉ

La profession enseignante, par leurs caractéristiques, présente les facteurs qui s'ingèrent directement dans la qualité de vie. La qualité de vie des professeurs d'université de la ville de Palmas - Tocantins n'est si l'objet d'étude de cette recherche, guidée par la définition de la qualité de vie digne de confiance par Organisation Mondiale de la santé. Nous avons développé une recherche sur le terrain avec des caractéristiques de la recherche exploratoire associées à la méthode descriptive. Considérant que les problèmes de cette étude et de la recherche univers de nous suivre le cours recherche quantitative par la technique de

l'enquête, constituant le questionnaire WHOQOL-bref. Ont été interviewés cent quatre vingt quatre enseignants. Les résultats montrent que les enseignants, dans une analyse subjective, sont classés, en général, en tant que bonne la qualité de vie. Dans l'analyse des différents champs trouvés-qu'en physique et psychologique, la qualité de vie d'enseignants est excédant des enseignants.

**CALIDAD DE VIDA DE LOS MAESTROS: UN ESTUDIO EN INSTITUCIONES DE EDUCACIÓN SUPERIOR DE LA CIUDAD DE PALMAS-TO.**

**RESUMEN**

La profesión docente, por sus características, presenta factores que interfieren directamente en la calidad de vida. La calidad de vida de los profesores universitarios de la ciudad de Palmas - Tocantins es-si el objeto de estudio de esta investigación, guiada por la definición de la calidad de vida por prestigiosos World Health Organization. Hemos desarrollado una investigación sobre el terreno con características de investigación exploratoria relacionada con la descriptivo método. Considerando que los problemas de este estudio e investigación universo de hemos seguido el curso cuantitativos de investigación por la técnica de la investigación, que constituyen en el cuestionario WHOQOL-bref. Ciento y noventa y cuatro profesores fueron entrevistados. Los resultados muestran que los maestros, en un análisis subjetivo, se clasifican, en general, como buena la calidad de vida. En el análisis de los diversos campos encontró que, en física y psicológica, la calidad de vida de los maestros es superior de los maestros.

**QUALIDADE DE VIDA DOS DOCENTES: UM ESTUDO NAS INSTITUIÇÕES DE ENSINO SUPERIOR DA CIDADE DE PALMAS – TO**

**RESUMO**

A profissão docente, por suas características, apresenta fatores que interferem diretamente na qualidade de vida. A qualidade de vida dos docentes universitários da cidade de Palmas - Tocantins constitui-se no objeto de estudo da presente investigação, orientado pela definição de qualidade de vida conceituado pela Organização Mundial de Saúde. Desenvolvemos uma pesquisa de campo com características de investigação exploratória associada ao método descritivo. Considerando a problemática deste estudo bem como o universo da pesquisa seguimos o percurso quantitativo da investigação pela técnica do inquérito, valendo-nos do questionário WHOQOL-bref. Foram entrevistados cento e noventa e quatro professores. Os resultados obtidos revelam que os professores, numa análise subjetiva, classificam, de uma forma geral, como sendo boa a própria qualidade de vida. Na análise dos diferentes domínios verificou-se que, no físico e no psicológico, a qualidade de vida dos professores é superior a das professoras.

**PALAVRAS-CHAVE:** Qualidade de vida, Docente, Ensino superior.