60 - COMPARISON OF QUALITY OF LIFE OF PROFESSORS AMONG DIFFERENT COURSES/SCHOOLS OF THE UNIVERSIDADE DO VALE DO ITAJAÍ EM SANTA CATARINA

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INTRODUCTION

The professor is a professional who is constantly involved in three complex dimensions of university life - teaching, research and extension, associated with the pursuit of new knowledge to improve the teaching-learning process (CUNHA, 2006). The professional who chooses to work in a university should be aware that his role as a teacher involves not only specific knowledge of his area, but also to teach, learn and train people with values, attitudes, ethics and professional behavior (BEHRENS, 2003). According to Corral-Mulato, Bueno and Franco (2010), the work demand of teaching, added to the academic and scientific activities of teaching, research, extension, management, professional update and development of their classes, imply overload and can cause dissatisfaction of this professional, causing damage to their physical and mental health.

Health professionals, in addition to the list of activities that is peculiar to the profession, combines the challenge of working at an university, or even replace the clinical practice by teaching, giving it a range of different jobs, causing often workload because in teaching there is always challenges for health professionals, who often have not learned to be teachers.

The importance of evaluate the quality of life of health professionals who are teaching is mainly by what has been mentioned so far. A professional who has not learned to be a teacher, already has excess work promoting health and adds to or replaces it by teaching that requires constant challenges to this professional, can suffer impairment in the various dimensions of quality of life such as physical, psychological , social and spiritual.

The quality of life is being constantly evaluated with the goal of promoting health, given that health encompasses a balance between physical health, emotional health, social health, occupational health, spiritual health and intellectual health (NAHAS, 2003). Minayo, Hartz and Buss (2000), argue that quality of life is the satisfaction of the people about working, family, love, social and environmental life and even the existential aesthetics. It is the ability to make a cultural synthesis of all the elements that determine the standard of comfort and welfare. So, the World Health Organization (WHO) defined the term quality of life as "the individual's perception of their position in life in the context of culture and value systems in which they live and in relation to their goals, expectations, standards and concerns"(FLECK, 2000, p.34). Therefore, it has been identified the need and importance of evaluating the quality of life of health professionals who work as professors in universities, in order to better understand and encourage the pursuit of actions to promote changes that provides a better life for these professionals.

METHODOLOGY

The study was performed at the Health Sciences Center, of the University of Vale do Itajaí, Itajaí city campus in Santa Catarina, Brazil, and was characterized as a descriptive exploratory study of a quantitative nature.

During the study, around 400 teachers worked at nutrition, nursing, physical therapy, speech, language and hearing sciences, medicine, dentistry, psychology, and physical education schools, being invited to participate in this study 316 faculty members of the Health Sciences Center.

Inclusion criteria for selection the teachers were: health professionals, of both sexes, unrestricted age, who agreed and had availability to participate in the study by signing the (TCLE) consent form and fill out completely the instrument used for evaluation the quality of life.

The sample composition was random. From the list of professors, the researchers got in touch by phone or email to make the invitation to participate and give more information about the study. After the acceptance, was scheduled day and time for delivery of the instrument, following a chronological sequence, based on the answers of the contact. As the instrument is self-administered, did not require the presence of the researchers at the time of filling out the instrument. They were returned to the researchers according to the professor's preference: delivery in person, delivery in the departments of each course or delivery in the physical therapy clinic inside the university.

Of the 110 instruments delivered, 8 were excluded because they are not completely filled, and the only two answered by professionals in physical education course were excluded because they were insufficient for comparative analysis between courses.

The sample consisted of 100 professors who met the inclusion criteria. Of these, 68 were female and 32 were male. The age ranged between 25 and 50 years. Regarding marital status, 64 were married or living as such, 24 were single, and 12 in other situations as separated, divorced or widowed. About the profession, thirteen were doctors, thirteen pharmacists, eight were nutritionists, twenty dentists, nine physical therapists, seven were speech therapists, nine psychologists and twenty-one were nurses.

Data collection was performed using the instrument World Health Organization Quality of Life (WHOQOL -100), to evaluate the quality of life in a quantitative manner. The WHOQOL-100 has one hundred questions that are formulated for a Likert scale, with an intensity scale (nothing - extremely), capacity (nothing - completely), frequency (never - always) and evaluation (very unsatisfied - very satisfied; very bad - very good). The one hundred questions comprise six domains (physical, psychological, level of independence, social relationships, environment and spirituality), with each domain consisting of facets (composed of four items each). Thus, the instrument comprises 24 specific facets.

The sample was divided into eight groups according to the school, which are identificated by names such as: medicine, pharmacy, nutrition, dentistry, physical therapy, speech, language and hearing sciences, psychology and nursing.

For the analysis of the data was calculated the domain scores, using the syntax offered by the WHOQOL group that was used in the Software Statistical Package for Social Science (SPSS). With it you can check and establish the domain scores.

The final scores for each domain calculated by syntax, considering the answers of each question that makes up the domain, resulted in final scores on a scale from 4 to 20, where the value 4 represents extreme worst quality of life and 20 represents the best extreme quality of life. These values were transformed to a scale of zero to one hundred (0-100) per cent, with the same representation of the extremes (FLECK, 2000).

Subsequently, analysis was performed to compare the average of six domains between groups in order to verify

statistically significant difference in quality of life between professors of different schools. Was used for this the analysis of variance (ANOVA), considering for all analysis, the p value less than 0.05 statistically significant. Then we used the Tukey test to identify which courses were significant differences in the results of domain scores, considering for analysis, the p value less than 0.05 statistically significant.

Considering the ethical issues that permeate the work with humans, were awarded the provisions of Resolution N º. 196/96 of the National Health Council.

RESULTS

It was verified that seven of the eight participant schools had lower scores for quality of life in the physical domain, which assesses issues related to pain and discomfort, tiredness and fatigue, sleep and rest. The speech, language and hearing sciences appeared different, with lower scores in the psychological domain, which assesses issues related to positive feelings; thinking and learning, memory and concentration, self-esteem, body image and appearance; and negative feelings.

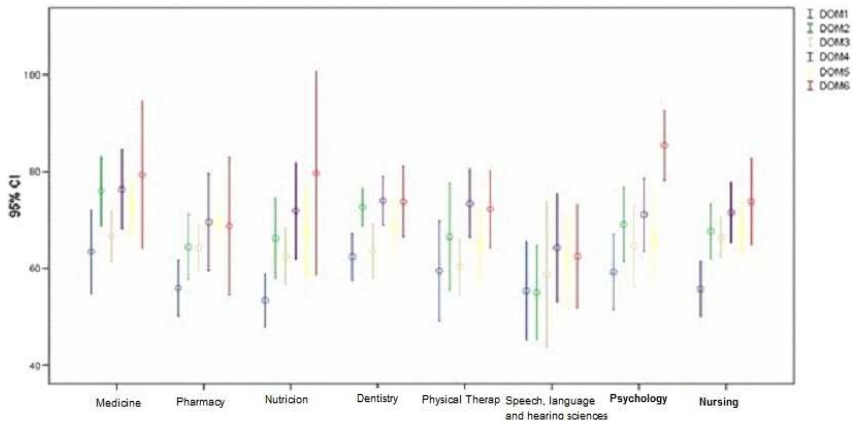
It was also found that the faculty, medical had higher scores in five of the six domains of quality of life assessed by the WHOQOL-100, ranking only in second position in the field regarding the spiritual aspects, beliefs and religion. On the other side, the speech, language and hearing sciences had lower scores on five of the six domains of quality of life, being in second place only in the physical domain.

If the quality of life scale between zero and 100% were divided into five percentiles, with values between zero and 20% being regarded as a terrible quality of life, values between 20% and 40% a poor quality of life, the values between 40% and 60% regular quality of life, values between 60% and 80% a good quality of life and between 80% and 100% optimum quality of life, through the Graphic 1, it is possible to see that the most quality of life scores are between 60% to 80%, showing a good quality of life for health professionals who work as professors. The scores of the medical school are approaching the upper value (80%) of percentile and the scores of speech,language and hearing sciences approach or are below the lower value (60%) of this percentile, setting a regular to good quality of life for this school.

Comparing the average scores of the domains of the eight courses of the Health Sciences Center, using ANOVA, we found a statistically significant difference between the average scores only in the psychological domain ($p < 0.006$).

To analyze the school that influenced this statistically significant difference of scores in the psychological domain, we applied the Tukey test, which resulted in a value of $p = 0.03$ when comparing medical and speech,language and hearing sciences and $p = 0.011$ when comparing dentistry and speech, language and hearing sciences, whereas medical and dentistry had higher scores for quality of life and speech, language and hearing sciences the lower scores, as described above.

Graphic 1 - Average and confidence interval of the six domains of the WHOQOL-100 evaluated in eight university courses of the Health Sciences Center.



DISCUSSION

Given the results, we could identify that most Schools at the Health Sciences Center, at University of Vale do Itajaí had lower scores of quality of life related to physical domain, which assesses aspects related to pain and discomfort, energy and fatigue, sleep and rest. The pain and discomfort affect people in different ways, and each individual has their interpretation regarding the painful, and can leave people more vulnerable and less able to daily activities, social and leisure (BRASIL et al, 2008). Webler and Ristow (2006), reveal that the wear of the teaching profession may cause them to feel pain and discomfort for many health problems, such as bladder, bowel, postural abnormalities, mental fatigue. Furthermore, poor diet that sometimes this professional go under, cause deficiency of the immune system, increasing the risk of acquiring diseases. Fatigue is also a symptom reported by people, this term is used to describe any phenomenon of decline in a physical function and features many synonymous terms such as lethargy, exhaustion and lack of motivation or energy that can affect the ability to perform daily activities as well as sleep and rest (MENDES, 2010).

The conditions of teaching and the big demand for work time make these professionals take their work to home, decreasing leisure time, rest, personal care and family care. These aspects may endanger the health, leading teachers to illness and absence from work, affecting work activities, harming not only the teachers but also the students and teaching institution itself (SOARES; ZEITOUNE, 2010).

In this study, it was noted that the faculty, medical had higher scores in five of the six domains of the WHOQOL-100, that are physical, psychological, level of independence, social relationships and environment, concluding that this school presented a better quality of life, assessed by the average scores compared to the other schools. This result can be explained by the fact that all faculty, medical in this study, also acting in their professional areas, not limited to teaching. The doctors are part of a highly valued and better paid profession, which contributes to better satisfaction of their work. When these professionals work as teachers and improve their economic status, had more positive perception on psychological, environmental and social relations (OLIVEIRA FILHO, 2009).

The results of this study also showed that professors of speech, language and hearing sciences had the lowest score in five of the six domains of quality of life evaluated by the WHOQOL-100, namely the psychological domain, level of independence, environment, spirituality and social relationships, respectively. It can be concluded by the average scores of these

areas that this school had the worse quality of life when compared with other schools at the Health Sciences Center, even so, the average scores demonstrated a quality of life between good and regular for this professors.

This result can be explained by the fact that in the period of the data collection for this study, the speech, language and hearing sciences school suffered a lot of changes changes, such as decreased demand by students and curriculum change, resulting in layoffs of professors and drastic reductions in workload with a consequent reduction in remuneration. These factors may have led to feelings of insecurity and instability by the professors, making them, at that moment, more apprehensive and anxious, which can be evidenced in this study by averaging the lowest score made by the speech, language and hearing sciences school in the psychological domain dealing with positive and negative feelings; thinking, learning, memory and concentration; self-esteem; and body image and appearance.

According to Martinez, Paraguay and Latorre (2004), changes in work organization directly influence in satisfaction and health of the professionals. Thus, job satisfaction has influenced the emotional state of the worker, which may manifest itself in the form of joy due to satisfaction or, in the form of suffering, anguish for dissatisfaction.

This study was also able to verify that the domain had better scores for most schools at the Health Sciences Center was the spiritual aspects, personal beliefs and spirituality. For Souza and Soares (2005), spirituality is an individual aspect of each person and has been recognized as an important factor in the cure, prevention, health promotion and quality of life. Panzini et al (2007) reveal that personal beliefs, religiosity and spirituality will always be present, and have influenced the lives of human beings, who are always searching for a meaning to life, lifestyle or overcome the difficulties.

FINAL TOUGHTS

The professors of the Health Sciences Center, University of Vale do Itajaí, had mostly average above 60%, in the six domains evaluated by the WHOQOL-100, which can be considered a good quality of life.

It was found through this study that the physical domain has the most negative impact on the quality of life of professors. The impairment of physical health may be related to different situations that these professors face in their daily activities, such as overwork, responsibility to train people, the conditions of the work environment, lack of rest, the demands of a private university, continuing education, compliance with the academic calendar, interpersonal relationships and the instability of working hours and financial instability.

In this study, faculty, medical had the highest scores of the domains of quality of life evaluated by the WHOQOL-100 comparing with other schools. In contrast, the speech, language and hearing sciences had the lowest average in domains of quality of life compared to other school. This finding may have been influenced by the devaluation of these professionals in the current job market and also by the reformulation of this school inside the university. Answer the WHOQOL-100 to evaluate the quality of life in the context of teaching, may have encouraged professors to a self-evaluation of their professional activities and their quality of life, as it may be able to alert the university for care with their professors, from the improvement in working conditions and job training.

This study does not finish the evaluation of the quality of life of professional teachers, as this is likely to change due to changes in the socio-cultural, political, financial, professional and health conditions that people are subject in the modern world. Therefore, continually evaluate the quality of life is critical when there is concern for the health promotion of the general population.

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COMPARISON OF QUALITY OF LIFE OF PROFESSORS AMONG DIFFERENT SCHOOLS OF THE UNIVERSIDADE DO VALE DO ITAJAÍ IN SANTA CATARINA

ABSTRACT

This study aimed to compare the quality of life of teachers of different courses at the Health Sciences Center, of the Universidade do Vale do Itajai in Santa Catarina. Data collection was made by filling the instrument of evaluation the quality of life of the World Health Organization, the World Health Organization Quality of Life. This instrument has one hundred questions, composing six domains (physical, psychological, level of independence, social relationships, environment and spirituality). After collecting the data, the scores for each domain were scored and compared using analysis of variance with subsequent application of the Tukey test to check for significant differences between the courses. The sample consisted of 100 teachers of Health Center. The average scores of the courses demonstrated a good quality of life, with low scores in the physical domain. The faculty, medical had the highest scores on quality of life and Speech, Language and Hearing Sciences had the lowest scores. Comparing the courses, there was a statistically significant difference between the teachers of Medicine, Dentistry and Speech, Language and Hearing Sciences only in the psychological domain.

KEYWORDS: faculty, higher education, quality of life.

COMPARAISON DE LA QUALITÉ DE VIE DES ENSEIGNANTS ENTRE DIFFERENTS COURS DES DIPLÔMÉS DE L'UNIVERSITÉ VALE DO ITAJAÍ IN SANTA CATARINA

RÉSUMÉ

Cette étude a eu l'objectif de comparer la qualité de vie des enseignants entre les différents cours de graduation au Centre des Sciences de la Santé, Université de Vale do Itajai Santa Catarina. La collecte des données a été réalisée en remplissant l'instrument d'évaluation de la qualité de vie de l'Organisation Mondiale de la Santé, le World Health Organization Quality of Life. Cet instrument a une centaine de questions, qui comprennent six domaines (physique, psychologique, niveau d'indépendance, relations sociales, l'environnement et la spiritualité). Après La cueillette de les données, les résultats pour chaque domaine ont été notés et comparés en train d'utilisé une analyse de variance avec postérieur application de la test de Tukey pour vérifier la existence de différences significatives entre les cours. L'échantillon a été composé de 100 enseignants professionnels de la santé. Les scores moyens des cours a démontré une bonne qualité de vie, avec des mineurs scores dans le domaine physique. La faculté de médecine a eu les meilleures scores de la qualité de vie et l'orthophonie les mineurs scores. À la compararion entre les cours, il y avait une différence statistiquement significative entre les cours de médecine, de dentisterie et d'orthophonie seulement dans le domaine psychologique.

MOTS-CLÉS: enseignants, l'enseignement supérieur, qualité de vie

COMPARACIÓN DE LA CALIDAD DE VIDA DE LOS DOCENTES ENTRE LOS DIFERENTES CURSOS DE PREGRADO DE LA UNIVERSIDADE DO VALE DO ITAJAÍ EN SANTA CATARINA

RESUMEN

Este estudio tuvo como objetivo comparar la calidad de vida de los docentes entre los diferentes cursos de pregrado en el Centro de Ciencias de la Salud de la Universidade do Vale do Itajaí, en Santa Catarina. La recolección de datos se realizó mediante la cumplimentación del instrumento para evaluar la calidad de vida de la Organización Mundial de la Salud, el World Health Organization Quality of Life. Este instrumento tiene cien preguntas, que abarcan seis ámbitos (físico, nivel psicológico, de la independencia, las relaciones sociales, el medio ambiente y la espiritualidad). Después de recoger los datos, las puntuaciones de cada dominio se anotó y se compararon mediante análisis de varianza con la posterior aplicación de la prueba de Tukey para detectar diferencias significativas entre los cursos. La muestra estuvo conformada por 100 docentes. Las puntuaciones medias de los cursos demostrado una buena calidad de vida, con puntuaciones más bajas en el dominio físico. Los docentes médicos tuvieron las puntuaciones más altas en la calidad de vida y la fonoaudiología las más bajas. La comparación de los cursos, hubo una diferencia estadísticamente significativa entre los docentes de la medicina, odontología y fonoaudiología sólo en el dominio psicológico.

PALABRAS-CLAVE: calidad de vida, docentes, educación superior.

COMPARAÇÃO DA QUALIDADE DE VIDA DOS DOCENTES ENTRE OS DIFERENTES CURSOS DE GRADUAÇÃO DA UNIVERSIDADE DO VALE DO ITAJAÍ EM SANTA CATARINA

RESUMO

Este estudo teve o objetivo de comparar a qualidade de vida dos docentes entre os diferentes cursos de graduação do Centro de Ciências da Saúde da Universidade do Vale do Itajaí em Santa Catarina. A coleta de dados foi realizada através do preenchimento do instrumento de avaliação da qualidade de vida da Organização Mundial da Saúde, o World Health Organization Quality of Life. Este instrumento possui cem questões, que compõem seis domínios (físico, psicológico, nível de independência, relações sociais, ambiente e espiritualidade). Após a coleta dos dados, os escores de cada domínio foram pontuados e comparados utilizando a análise de variância com posterior aplicação do teste de Tukey para verificar a existência de diferença significativa entre os cursos. A amostra foi composta por 100 docentes profissionais da área da saúde. A média dos escores dos cursos demonstrou uma boa qualidade de vida, com menores escores no domínio físico. O curso de medicina apresentou os maiores escores da qualidade de vida e o curso de fonoaudiologia os menores escores. Na comparação entre os cursos, houve diferença estatística significativa entre os cursos de medicina, odontologia e fonoaudiologia somente no domínio psicológico.

PALAVRAS-CHAVE: docentes, educação superior, qualidade de vida.