105 - PROFESSIONAL TEACHING AND QUALITY OF LIFE

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INTRODUCTION

The theme of Quality of Life is studied in various areas of human knowledge. An example is the sociology in its approach regarding the impact of different aspects (such as financial, spiritual, the family, the social relations in general) on the well-being of people contributed to the concept, previously predominantly philosophical QOL, enter the forefront of health care, proving to be as significant as the cure or the preservation of life. Thus, the quality of life constitutes another aspect of great social relevance, in particular, public health (MEEBERG, 1993).

We chose the definition of quality of life conceptualized by the World Health Organization (WHO), which is 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.

It is influenced by satisfaction at personal, professional and economic. When one of these factors is not balanced yield the hindering individual can reduce their own employability and further worsening with the onset of psychological and psychosomatic diseases resulting from the drop in the level of quality of life (RODRIGUES, 1999).

The combination of multiple factors is crucial to distinguish and classify the quality of life (NAHAS, 2003). These factors can lead to degradation of the quality of life of the individual and, if not understood and remedied, lead to psychological symptoms and psychosomatic diseases, cardiovascular, depression and stress, and may be aggravated by individual factors such as physical inactivity, excessive alcohol or smoke, so 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 employment relationships of education professionals have been subjects of debate and reflection. There is much talk about the progress made in education, including the majority of the population in elementary school, the low quality of education, but the greatest challenge in evaluating Benevides Pereira (2002) is to overcome the situation of disinterest, distrust and disrespect where are the workers of education.

The teaching profession has factors that directly affect the quality of life and therefore deserve scientific attention, with studies to achieve progress on 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.

The foundations tracked by bibliographical research were essential to us engrossed in the research field aiming to reach the ultimate goal of this research: Describe and analyze the perceptions of professors of higher education institutions in the city of Palmas - Tocantins about their quality of life.

METHODOLOGY

Developed a field survey which showed characteristics associated with exploratory research descriptive method. Considering the problem of this study, and especially the world of research, we follow the path of quantitative research technique for the investigation.

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 Las Palmas, a town belonging to institutions of higher education in which are teachers in the present study.

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

Depending on the purpose of the investigation and the extent of the survey, we chose, for it encompasses the population of teachers, six institutions, who teach in higher level courses offered in public and private schools located in the city of palms, that offer the modality of classroom teaching.

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

Procedure

To analyze the profile teacher used a questionnaire sought to identify the profile of the university teacher from the city of Palmas - TO. With this purpose we collected data: gender, age, the administrative nature of the higher education institution, the fields, the total teaching time, the total time in higher education, length of service in the research institution and the hours daily work.

The questionnaire followed the following structure:

The first question was related to gender.

The second issue is related to age. The sample was distributed according to the following age groups: under 30 years, 31-40 years, 41-50 years, 51-60 years and over 61 years.

The third question refers to the administrative nature of the institutions where teachers develop their work, which can be generally classified as public or private.

The fourth question is related to the area of expertise: Exact, and Human Biology. These are the areas of careers presented in Institutions of Higher Education where the study took place.

The fifth issue is related to the educational level of teachers investigated. The sample was distributed in doctors, teachers, specialists, graduates.

The sixth question is related to the total time of teaching. The arrangement of their tracks service time is based on the studies of Huberman (cited Nóvoa, 1995 and Stürmer, 2004) who organized and characterized the phases and cycles teaching

career as follows:

The phase of early career - This phase will the introduction to career until 3 years of teaching. It is the stage of "survival" and "discovery".

The stabilization phase - is the cycle of career between 4 and 6 years of teaching experience and is marked by the stabilization and consolidation of a pedagogical repertoire, besides the construction of a professional identity which implies the assertion of himself as a teacher. The phase of experimentation and diversification - is the cycle of career between 7 and 25 years of experience, which may be marked by a general attitude of diversification, change and activism, as well as an attitude of review, full of questions peculiar half of his career. There is, therefore, a cycle which results in smooth easy to characterize the thinking and professional conduct of teachers.

Phase serenity / conservatism - is the fourth cycle, between 25 and 35 years of experience, where it reaches a level of career development.

The phase of disinvestment / preparation for retirement - the fifth and last cycle of career that develops between 35 and 40 years of experience.

The seventh question is related to the distribution of teachers by performance time in higher education.

The eighth question is related to the sample distribution by length of service in the institution in which the questionnaire was completed.

The ninth question is related to the sample distribution by hours worked in teaching and also outside teaching.

To analyze the quality of life we used the instrument called the WHOQOL-BREF. Was prepared by the group World Health Organization Quality of Life Measures (THE WHOQOL Group) developed by WHO, which defines quality of life as the individual's perception of their position in life in the context of the culture and value systems in which they live and in relation to your expectations, your standards and concerns (WHOQOL Group, 2005 apud FLECK, 2008). The WHOQOL Group considers the concept of quality of life as a rather broad concept that incorporates, in complex, physical health, psychological state, level of independence, social relationships, personal beliefs and relationship with significant aspects of the environment .

The procedures were guided by the manual application of the instrument (Fleck, 2008). For statistical analysis, we rely on the technical advice of a researcher at 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 in five levels. These scales are Likert-type, and the intensity scale ranges from nothing to extremely; scaling capacity varies from nothing to full, the rating scale very dissatisfied to very satisfied and very bad to very good scale and frequency ranges from never to always. All the words anchors have a score from 1 to 5 and issues number 3, 4 and 26 The scores are reversed in function 1 = 5 2 = 4 3 = 3, 4 = 2 and 5 = 1 (Fleck et al. 1999).

The instrument does not admit a total score of quality of life, considering the premise that quality of life is a multidimensional construct, therefore, 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, scores can range from 0 (zero) to one hundred (100) such that the higher the value the better the domain of quality of life of the teacher.

The assessment of quality of life scores of the WHOQOL-Bref was performed according to the algorithm constructed and standardized by the WHO, the Statistical Package for Social Sciences (SPSS) 17.0. This algorithm considers the number of questions answered in each of the domains of the instrument and standardized scores for these, in all areas, vary from 0 to 100 points (100 points = more favorable score possible). The values of the three questions (Q3, Q4, Q26), formulated in the opposite direction (the higher the score, the more unfavorable the situation) were reversed by the algorithm for the composition of the final score.

Data were statistically analyzed using SPSS 17.

RESULTS AND DISCUSSION:

Table 01 - Analysis of quality of life among the fields, by age

Domain	Age	N	Average	Dp
Physical	Up to 30	50	75,64	14,28
	31-40	81	75,48	14,27
	41-50	46	72,20	15,33
	51-60	9	64,68	14,55
	+61	8	69,64	11,13
	Total	194	**74.00**	14,54
Psychological	Up to 30	50	72,08	10,45
	31-40	81	71,34	12,19
	41-50	46	71,73	13,23
	51-60	9	63,88	15,72
	+61	8	68,75	7,04
	Total	194	**71,17**	12,05
Social Relations	Up to 30	50	68,00	14,90
	31-40	81	66,15	13,77
	41-50	46	66,84	20,29
	51-60	9	65,74	20,60
	+61	8	60,41	13,17
	Total	194	**66,53**	16,03
Environment	Up to 30	50	58,31	10,59
	31-40	81	60,95	12,82
	41-50	46	60,66	12,33
	51-60	9	55,20	11,58
	+61	8	58,98	3,09
	Total	194	**59,85**	11,85

Observed to correlate the averages of these areas with different age groups there are no statistically significant differences between the ages. The quality of life is not changed according to the different age groups of teachers evaluated.

Table 02 - Analysis of quality of life among the fields, by area.

Domain	Area of Expertise	Amount	Average	Dp
Physical	Exact	24	76,48	14,66
	Human	107	73,23	14,66
	Biological	63	74,37	14,40
	Total	194	**74,00**	14,54
Psychological	Exact	24	73,43	10,19
	Human	107	70,05	12,91
	Biological	63	72,22	11,09
	Total	194	**71,17**	12,05
Social Relations	Exact	24	69,09	16,93
	Human	107	66,27	17,14
	Biological	63	66,00	13,74
	Total	194	**66,53**	16,03
Environment	Exact	24	59,89	8,47
	Human	107	60,04	13,84
	Biological	63	59,52	9,09
	Total	194	**59,85**	11,85

By correlating the averages of these domains with different areas of expertise can be seen that there are no statistically significant differences between areas. The quality of life is not changed according to the areas in which teachers assessed.

Table 03 - Analysis of quality of life among the fields, by level of education

Domain	Area of Expertise	Quantity / Teacher	Average	Dp
Physical	Doctorate	24	74,85	16,29
	Master Degree	82	74,60	13,50
	Specialization	84	73,12	15,03
	Graduation	4	75,00	18,89
	Total	194	**74,00**	14,54
Psicológico	Doctorate	24	69,96	17,24
	Master Degree	82	72,56	10,55
	Specialization	84	70,08	11,78
	Graduation	4	72,91	10,48
	Total	194	**71,17**	12,05
Relações Sociais	Doctorate	24	69,44	13,82
	Master Degree	82	66,46	16,19
	Specialization	84	65,27	16,35
	Graduation	4	77,08	18,47
	Total	194	**66,53**	16,03
Meio Ambiente	Doctorate	24	61,45	12,42
	Master Degree	82	61,28	12,42
	Specialization	84	57,96	11,14
	Graduation	4	60,93	8,26
	Total	194	**59,85**	11,85

When analyzing the correlation of the mean scores of these domains with the level of education we observe that there are no differences with statistical significance, demonstrating that quality of life does not change for teachers of different educational levels.

Table 04 - Quality of life among the fields, full-time teaching.

Domain	Total time teaching	Quantity / Teacher	Average	**Dp**
Physical	Up to 3 years	50	76,42	14,53
	4 to 6 years	57	73,49	14,69
	7 to 18 years	66	74,89	14,21
	19 to 30 years	15	65,95	14,96
	More than 31 years	6	69,04	11,21
	Total	194	**74,00**	14,54
Psychological	Up to 3 years	50	73,08	9,64
	4 to 6 years	57	70,46	12,60
	7 to 18 years	66	72,41	12,44
	19 to 30 years	15	63,05	14,24
	More than 31 years	6	68,75	8,22
	Total	194	**71,17**	12,05
Social Relations	Up to 3 years	50	71,50	14,19
	4 to 6 years	57	64,18	15,82
	7 to 18 years	66	65,78	16,35
	19 to 30 years	15	63,33	20,11
	More than 31 years	6	63,88	13,60
	Total	194	**66,53**	16,03
Environment	Up to 3 years	50	59,18	11,76
	4 to 6 years	57	61,23	13,40
	7 to 18 years	66	60,32	11,05
	19 to 30 years	15	55,00	11,19
	More than 31 years	6	59,37	3,42
	Total	194	**59,85**	11,85

Observed to correlate the averages of these domains with different activation time in teaching that there are no statistically significant differences in the number of years of experience as a teacher. The quality of life is not changed according to the number of years the teacher engaged in teaching.

Table 05 - Analysis of quality of life among the areas, time of operation in higher education

Domain	Time working in higher education	Quantity / Teacher	Average	**Dp**
Physical	Up to 3 years	62	76,09	14,25
	4 to 6 years	57	72,43	15,54
	7 to 18 years	68	74,00	14,44
	More than 19 years	7	68,36	6,97
	Total	194	**74,00**	14,54
Psychological	Up to 3 years	62	72,24	10,00
	4 to 6 years	57	69,51	13,73
	7 to 18 years	68	72,12	12,45
	More than 19 years	7	66,07	9,13
	Total	194	**71,17**	12,05
Social Relations	Up to 3 years	62	69,62	15,17
	4 to 6 years	57	64,76	14,60
	7 to 18 years	68	65,19	17,92
	More than 19 years	7	66,66	14,43
	Total	194	**66,53**	16,03
Environment	Up to 3 years	62	58,82	10,96
	4 to 6 years	57	59,26	10,79
	7 to 18 years	68	61,58	13,81
	More than 19 years	7	57,14	4,312
	Total	194	**59,85**	11,85

By correlating the averages of these areas with the number of years a teacher works in higher education found that

there are no differences with statistical significance. The quality of life is not changed according to years of experience in higher education.

Table 06 - Analysis of the evaluation of quality of life among the fields, for time served in this institution

Domain	Length of service in the institution	Quantity / Teacher	Average	**Dp**	Value of P
Physical	Até 2 anos	84	76,10	14,03	0,02
	De 2 a 4 anos	58	75,73	12,82	
	De 5 a 7 anos	40	68,30	17,02	
	Mais de 8 anos	12	69,94	12,60	
	Total	194	**74,00**	14,54	
Psychological	Até 2 anos	84	72,96	10,67	0,13
	De 2 a 4 anos	58	71,47	13,30	
	De 5 a 7 anos	40	67,81	12,51	
	Mais de 8 anos	12	68,40	11,84	
	Total	194	**71,17**	12,05	
Social Relations	Até 2 anos	84	68,84	16,00	0,23
	De 2 a 4 anos	58	66,37	16,29	
	De 5 a 7 anos	40	62,91	14,85	
	Mais de 8 anos	12	63,19	17,92	
	Total	194	**66,53**	16,03	
Environment	Até 2 anos	84	61,19	12,70	0,27
	De 2 a 4 anos	58	60,12	12,28	
	De 5 a 7 anos	40	58,04	9,57	
	Mais de 8 anos	12	55,20	9,45	
	Total	194	**59,85**	11,85	

In the analysis of the correlation between quality of life domains for length of service in the same institution, the ANOVA detected a significant difference in the physical domain ($p < 0,05$). It was necessary to perform post-hoc test (Tukey test) by means of which it was detected that the difference between the categories of up to 2 years and 5 to 7 years.

In the analysis of the assessment of quality of life among the areas with the service time at the same institution found that teachers who teach two (2) years present in the physical quality of life higher than the teachers who teach between 5 7 (five to seven years) at the same institution.

CONCLUSION

After analyzing the data collected regarding the job profile, we found that the teacher is a man or woman who is aged between 31-40 years old, operates mostly in the area of Humanities, highlighting two levels of training being specialist or master, has between 7 and 18 years of professional experience, is at the stage of experimentation and diversification works in higher education for a period between seven and eighteen works between five and eight hours daily in teaching and two to five hours outside teaching.

The second objective analysis and concluded aimed to describe the perception of university teachers on their quality of life in the physical, psychological, social relationships and environment. Found as a result, as the self-assessment of their quality of life the majority of teachers, 69.1% considered their good quality of life and 8.8% consider it very good, adding a percentage of 77.9% of sample 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% considered bad. No teacher assessed their quality of life as very bad.

And as to their satisfaction with their own health the majority of teachers (51.5%) are satisfied with their own health, 20.6% are neither satisfied nor dissatisfied, 20.1% are very satisfied, 7.2% is dissatisfied and 5.0% are very dissatisfied.

After we establish the means of each domain (physical domain = 74.00; psychological domain 71.17; relations field partners and environmental = 66.53 = 59.85), relate to the respective variables. We found the following results:

n the variable gender teachers have a better quality of life than the professors and the analysis of the assessment of quality of life among the fields for length of service at the same institution , the teachers who teach up to two years present in the physical domain , one higher quality of life for teachers who teach five to seven years at the same institution . The quality of life expressed in scores of different domains (physical, psychological, social relationships and environment) in its correlation with the other variables of the professional profile of teachers (age, administrative nature of the higher education institution , area of operation, total time of teaching time teaching in higher education daily working hours) shows no statistically significant differences.

We also conclude that the domains that characterize the quality of life does not change at different ages , in different areas , in different levels of education, in different times of performance in teaching , in different amounts of years working in higher education .

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PROFESSIONAL TEACHING AND QUALITY OF LIFE

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. Teachers that have been teaching for up to two years at the same school demonstrate, statistically speaking, a significant difference, for much higher, in the physical field in comparison to those who have been teaching between five to seven years at the same school.

KEY WORDS: Quality of life; Teachers Profile; University teachers.

RÉSUMÉ

La profession d'enseignant, par ses caractéristiques, présente des facteurs qui influent directement sur la qualité de vie. Le profil professionnel et la qualité de vie des enseignants universitaires de la ville de Palmas – Tocantins, constitue l'objet d'étude de cette recherche, guidé par la définition de la qualité de vie conceptualisé par l'Organisation mondiale de la Santé. Développé une recherche sur le terrain avec des caractéristiques associées à la recherche exploratoire méthode descriptive. Considérant le problème de cette étude et l'univers de la recherche a suivi la voie de la technique de recherche d'enquête quantitative, en s'appuyant sur deux questionnaires . Nous avons interrogé 194 enseignants. Les résultats montrent que les enseignants, une analyse subjective, sont classés, en général, être très bon dans la qualité de vie. Les résultats montrent que les enseignants, une analyse subjective, sont classées, d'une manière générale, comme étant une très bonne qualité de vie. Dans l'analyse des différentes régions, il a été constaté que la qualité physique et psychologique de la vie des enseignants est supérieure aux enseignants. En outre, les professeurs qui enseignent jusqu'à deux ans dans l'établissement dans lequel ils sont actuellement enseignement ont, dans le domaine physique, une différence statistiquement significative, plus la qualité de vie des enseignants qui enseignent cinq à sept ans dans le même établissement.

O PROFISSIONAL DOCENTE E A QUALIDADE DE VIDA

RESUMO

A profissão docente, por suas características, apresenta fatores que interferem diretamente na qualidade de vida. O perfil profissional e 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 de dois questionários. 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. Também os docentes que lecionam até dois anos na instituição em que exercem a docência atualmente apresentam, no domínio físico, uma diferença estatisticamente significativa, a maior, na qualidade de vida em relação aos professores que lecionam entre cinco a sete anos na mesma instituição.

PALAVRAS-CHAVE: Qualidade de vida, Perfil docente, Professor do ensino superior.