


Covid-19: Sudden changes in the academic landscape and their impacts on quality of life in teaching work

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ABSTRACT

Faced with the pandemic scenario and the consequent sudden changes in the academic environment, teachers were significantly impacted by the need to adapt their teaching strategies when they needed to transfer their work environment into their homes. Thus, it is important to study the QWL of teachers in order to understand how and how much they were impacted and what measures can be adopted to mitigate these effects, since QoL and QWL can influence the quality of the education offered. Thus, the present study aimed to analyze the Quality of Life at Work of teachers of a public

educational institution in the face of a pandemic scenario. This research was classified as qualitative and descriptive. Data collection took place through the collection of primary data that occurred through field research with the application of a semi-structured questionnaire, whose questions dealt with the characteristics of the profile of the respondents and the impacts of the pandemic on the QWL of teachers. The tabulation of the data was done through the digital platforms Google Forms and Microsoft Excel 2013, where, through its resources, absolute numbers, percentages and the generation of graphs and tables were obtained. For qualitative research, content analysis was used. The partial results showed that the QWL of the professors surveyed was considerably impacted, especially due to the increased workload. It was concluded that the changes caused by the pandemic period negatively impacted the QWL of the respondents. The criteria of Work and total living space, working conditions and social integration in the organization stand out as the most impacted in the pandemic period. It is suggested, from the data collected, future studies on the investigated problem, for better understanding and mitigating suggestions.

Keywords: QWL, teachers, pandemic, impacts.

1 INTRODUCTION

On December 31, 2019, the World Health Organization (WHO) was notified about the increase in pneumonia cases in Wuhan City, Hubei Province, People's Republic of China. It was then found that it was a new type of coronavirus, unheard of in humans. Subsequently, on January 30, 2020, the WHO declared that the outbreak of the disease was a Public Health Emergency of International Importance - ESPII (PAN AMERICAN HEALTH ORGANIZATION - PAHO, 2021).

Later, on March 11, 2020, through report No. 51, the WHO declared the COVID-19 pandemic, underscoring concern about the alarming levels of spread and severity of the virus that was already in various parts of the world (WHO, 2020).

Against this backdrop, a series of recommendations have emerged from health agencies to contain the spread of the virus; These include mask-wearing, alcohol gel and social distancing. Based on this same idea, WHO has also granted special guidance to ensure a safe school environment and

advised national and local authorities on how to adapt and implement emergency practices in educational facilities in order to mitigate negative impacts on learning while ensuring the health and well-being of all (WHO, 2020).

Taking into account the general configuration of academic environments, most often being organized in closed rooms, the place that was previously considered ideal for the dissemination of knowledge has come to be feared for favoring the spread of the virus.

To comply with the restriction measures, one of the strategies adopted was the replacement of face-to-face teaching with online teaching. At this juncture, 199 countries have chosen to close their schools, negatively affecting more than 1.5 billion school and university students (UNESCO, 2020).

In Brazil, this measure was taken after the publication of Ordinance No. 343, of March 17, 2020, of the Ministry of Education, which authorized the suspension of face-to-face classes and the replacement by the model of remote classes, taught through technological and digital means for a period of thirty days, initially (BRASIL, 2020).

The ordinance also established the responsibility of educational institutions in relation to the disciplines offered in this mold and the availability of tools to students that would enable the monitoring of the content offered and the realization of the activities opportune.

It was also emphasized that academic activities, previously suspended, should be replaced, granting freedom to institutions to make changes in the school calendars of vacations, so that they could comply with the teaching workload established in the legislation (BRASIL, 2020).

Faced with this scenario, the sudden change in the academic environment and in teaching-learning techniques, in addition to students, teachers were also significantly impacted when they needed to transfer their work environment into their homes.

This transition led them to deal with new situations, pressured by the need to quickly learn how to handle digital platforms, produce videos and adapt their teaching strategies. In addition, they had to adapt to the unknown moment of fear and emotional and psychological instability of a disease that was spreading every day, directly interfering in their Quality of Life (QoL).

QoL, according to Monteiro and others (2010), is very comprehensive, presenting objective and subjective aspects. It is associated with the feeling of well-being, quality of lifestyle, health and leisure, involving psychological, social, physical and economic factors.

Thus, it is essential to study how the Quality of Life and, even more, the Quality of Life at Work of these teachers, was impacted, taking into account the changes and potential factors of the COVID-19 pandemic.

In this perspective, the guiding question of the present study was: how is the QWL of teachers in the current pandemic scenario? The general objective of this study was to analyze the Quality of

Life at Work of teachers of a public educational institution in the face of a pandemic scenario.

2 THEORETICAL FRAMEWORKS

According to the World Health Organization, quality of life is defined as a perception that each individual has about the position he occupies in life, within his context of culture and values and in relation to his goals, expectations, standards and concerns (WHO, 1997).

In this same parameter, Rocha and Felli (2004) complement that the conceptualization of the term "quality of life" is quite complex, because it presents a subjective character and involves intrinsic and extrinsic factors. Currently, it is indispensable to value the quality of life, since contemporary society enjoys a longer life expectancy, compared to the past.

This means longer lifespan and a longer time frame of work and productivity. Proportionally, the awakening of conscience and the right to health, new habits and behaviors of this new social reality also grows (LIMONJI-FRANCE, 2004).

In this context, it is considered that having quality of life is an individual position measured within the reality, convictions, vision, beliefs and experiences of each one. Thus, what can be considered as a good quality of life for one individual will not necessarily be adequate for another.

A study conducted by Pereira and others (2014) demonstrated that the quality of life of teachers has a close relationship with the reduction of their workload. That is, the lower the weekly workload, the higher the quality-of-life index. In this research, the difference between effective and substitute teachers was demonstrated, since substitute teachers have a lower workload due to their contracts being 20 hours or less. On the other hand, effective teachers have a workload of approximately 40 hours.

2.1 QUALITY OF LIFE AT WORK (QWL)

For Freitas and Souza (2009), the issues related to QWL are broad and challenging, leading to interpretations from various perspectives. This is due to the fact that the theme is influenced by aspects related to the time, both social and organizational.

In accordance with the above definitions, Limonji-France (2004) explains that the term Quality of Life at Work (QWL) is a broad concept that includes from the actions that a company must take in relation to its employees, defined by legislation as a way to ensure their health and safety, to the actions that employees and employers can develop, voluntarily, in the areas of leisure and motivation in order to provide their well-being.

Within these factors, Limonji-França (2004) also shows that the theme of QWL transcends these common and general issues and focuses on the individual, contemplating occupational risks, the ergonomics of employees, their health and safety, repetitive efforts, mental load, communication,

behavior, loyalty, leadership and others.

Inserted in this compilation of elements, it can be said that, at the individual level, the quality of life at work aims to mitigate physical, psychological and social factors of the working class that directly influence the organizational scope and the performance of organizations. According to Vasconcelos and others (2012), organizations have always been concerned with issues related to quality.

However, before, this concept was only limited to the final quality of the products and the satisfaction of the external customer. Later, it was realized that, before talking about the quality of products and services, it is also necessary to think about the work context of those who will produce, that is, their QWL.

2.1.1 History

Some factors were responsible for triggering QWL in post-industrial society, among them: the bonds and structure of personal life (family, leisure, sports activities, changes in health care and nutrition, healthy lifestyle habits, among others); socioeconomic factors (technology, information, unemployment, consumption patterns); business goals (competitiveness, costs, corporate image); and organizational pressures (new power structures, variable remuneration, social projects) (LIMONJI-FRANCE, 2004).

According to Ribeiro and Santana (2015), the QWL movement emerged in England in the mid-1950s through Eric Trist, a renowned psychologist of the time, active in the area of Organizational Development. He began studies with his collaborators to understand the relationship between workers and organizations. One of the basic aspects of his research was the impact on the lives of individuals, who began to perform their work activities satisfactorily.

Concomitantly, in the 1960s, when employees became even more interested in their satisfaction and well-being at work, added to the concern that companies began to have to preserve the physical and psychological health of their employees, the movement intensified and gained more strength (RIBEIRO; SANTANA, 2015).

From the moment on, it was perceived that QWL was directly linked to indicators related to productivity improvement, giving more emphasis to movement, which impacted good economic and financial performance and international competitiveness (MONTEIRO *et al.*, 2011).

In the 1970s, the concept of QWL was resignified, in the face of the competition of countries for the international market, through the methodology of Japan, which programmed a new perspective of management in its factories, causing other countries, such as the United States, to question and relate this paradigm shift to its promising results (FERNANDES, 1996).

In continuity, in the 1980s, this process was even more intense due to a greater participation that workers began to have in companies, in order to humanize work more (LACAZ, 2000). In the 1990s, according to Búrigo (1997), QWL was expanded to many countries in Europe and America, becoming the focus of studies that encompassed workers' health within organizations. In Brazil, studies related to QWL began around the 1980s, but with a very significant influence of international models.

In recent years, in Brazil, the Center for Ergonomics of Activity, Cognition and Health (ECoS), of the Institute of Psychology of the University of Brasília (UnB), and the Group of Studies and Research in Ergonomics Applied to the Public Sector (ErgoPublic), of the Institute of Psychology of the University of Brasília (UnB), stand out as centers of diagnoses and studies related to QWL (FERREIRA, 2011).

Through the studies and projects related to the theme of Quality of Life at Work, Ferreira (2011) elaborated a methodological model of QWL analysis with a focus on the public sector, which addresses the analysis of QWL in two aspects: analytical level of macro and microergonomic diagnosis. The first identifies QWL in relation to the organizational context in which workers are inserted, considering two variables responsible for the level of QWL: well-being at work and malaise at work.

The microergonomic analysis addresses the details, surgical and in-depth points about the factors that generate impacts on well-being and malaise at work, as well as the way in which workers deal with the impositions and conditions established in the middle of two dimensions: the human cost of labor (what must be spent by workers in physical terms, cognitive and affective to develop the tasks and activities proposed at work) and individual/collective mediation strategies (correspond to the way of thinking, feeling and acting of employees in the contexts experienced) (FERREIRA, 2011).

2.2 QWL OF TEACHERS

According to Sanchez (2015), teachers' quality of life and QWL are influenced by two factors: work and health. The first concerns income, time spent on administrative activities, overcrowding of classrooms and the characteristics of the environment, such as lighting, noise and temperature. The most important factors related to health were self-medication, the need to leave due to illness, poor diet, little leisure and sleep quality. The author also points out that there is an inherence between the personal and professional lives of teachers.

In this same sense, Pereira (2018) complements by emphasizing that the teaching profession is too stressful due to long working hours and few moments of breaks for rest and food. "In this way, the schedules are disrespected, hours of sleep are lost, one eats poorly, and there is no time for leisure" (PEREIRA, 2018, p. 29).

In this context, Santos, Mattos and Pinto (2011) also mentioned factors related to QWL

responsible for the discouragement of teaching work: non-recognition, remuneration, not knowing how to act in certain situations, mechanized activities, abuse of authority, precarious resources and lack of empathy among co-workers.

The importance of investigating the QoL and QWL of teachers is highlighted, since the strain resulting from the career of these professionals compromise their pedagogical performance and harm the teaching-learning relationship, negatively impacting the quality of the education offered (OLIVEIRA, 2019).

Thus, models emerge to identify and investigate potential factors that influence Quality of Life at Work. One of the most recognized proposed models in the literature and applied in the resulting studies is the Walton model, detailed in the following section.

2.3 WALTON'S MODEL

For Walton (1973), QWL can be measured through eight criteria, ranging from fair and adequate compensation to the social relevance of work. For him, these criteria are sufficient to offer a sophisticated structure for the analysis of the fundamental characteristics of QWL. Walton (1973) defines the criteria as:

1. Fair and adequate compensation: work is the means used to build and maintain needs throughout life, and the way it is obtained directly impacts QWL. The criterion of fair and adequate compensation is subjective, and there is no consensus to judge what is fair and appropriate in this criterion. On the other hand, factors such as required training, level of responsibility and harmfulness of working conditions determine the fair level of remuneration. The determination of this criterion is divided into adequate income and fair remuneration.
 - Adequate income: refers to the degree of adequacy of this income in relation to the socially determined standards that allow the worker to live according to their living standards.
 - fair remuneration: comparison of wages between workers of the same organization and in relation to the labor market in general.
2. Working conditions: refers to the satisfaction of employees in relation to the conditions offered for the development of their work, such as: adequate physical environment, which minimizes the risks of diseases and injuries; compatible schedules; availability of conforming materials and equipment; and absence of unhealthiness.
3. Use and development of skills: this factor consists of the opportunity that workers have to develop their skills and knowledge. Some variables contemplate this criterion

- and determine the level that the organization allows these skills to be used:
- autonomy: permission that the worker has in relation to external controls;
 - multiple skills: how much it is allowed to put into practice diverse skills;
 - information and perspective: level of information that one has about the total process of the activities developed;
 - entire tasks: opportunity to develop fully or significantly part of a task;
 - Planning: opportunity to develop the planning and execution of activities.
4. Opportunity for growth and security: refers to the opportunity conferred for the employee's career. At the moment, the following aspects are observed:
- development: through activities and training, given the opportunity for the worker to expand their capabilities and be able to advance in their career;
 - prospective: use skills and knowledge acquired or resulting from experiences in future work contributions;
 - Advancement opportunities: career advancement in the organization;
 - Security: Feeling secure about income and employment.
5. Social integration in the organization: the coexistence between employees influences the climate of their workplace and reflects directly on their QWL. This aspect can be characterized by the acceptance of individualities, without prejudice, equality of opportunity and incorporation of employees into the organizational community.
6. Constitutionalism: explicit establishment of norms and duties of workers and also of their rights, among them: freedom of expression, equity and attention to labor rights.
7. Work and total living space: the experiences resulting from organizational activities can have a positive or negative impact on other spheres of life. This criterion refers to the balance between work and personal life. It is important that the worker has a timesheet and tasks that also allow him to experience moments of leisure and rest with the family.
8. Social relevance of life at work: refers to the perception that the worker has of the company in which he works in relation to his social role, namely:
- institutional image: how the worker sees the company in view of its relevance to the community, his pride and satisfaction in belonging to the organization;
 - social responsibility of the institution: the perception that workers have of the company and its relationship with the community with regard to its ability to help solve problems and not cause harm;
 - social responsibility for services/products: quality of products/services offered to customers;

- Social responsibility for employees: how workers feel about the treatment received by the institution to which they belong (human resources policies).

3 METHODOLOGIES

This section addressed the methodology of the present study, which was divided and explained in the later sections, namely: type of research, collection, treatment and analysis of data.

3.1 TYPE OF RESEARCH

As for the approach, the present study was characterized as qualitative research, which according to Gil (2008, p. 175), "involves the selection, focusing, simplification, abstraction and transformation of the original data into summaries, organized according to the themes or patterns defined in the original objectives of the research".

The author also emphasizes the importance of properly choosing the way to codify the data obtained to have constructed and verifiable conclusions.

Taking into account that the qualitative method addresses the deepest and non-metric issues, enabling a greater understanding of the subject, this approach became essential to confirm the satisfaction of QWL in the perception of a significant portion of this population and subsequent conclusion about how this industrious class was impacted.

The research was descriptive, which, according to Prodanov and Freitas (2013), happens when the researcher records and describes the facts of the population studied through a questionnaire or observation, without interfering in them.

For the collection of primary data, through a semi-structured questionnaire, field research was carried out, which, according to Gil (2008), is characterized by the collection of data from a certain population in order to deepen the questions raised for the population studied, enabling its description. The collection of these data was described and detailed in the next topic.

3.2 DATA COLLECTION

To obtain the results of the research, information was collected from primary data. According to Prodanov and Freitas (2013), the primary data are obtained by the researcher, through field research. Before conducting the research, a formal request was made to the General Directorate of the institution for authorization of the study with the professors via the organization's electronic information system, which was met. Thus, the collection of primary data was made from the application of a semi-structured questionnaire, through field research. Initially, the respondents were invited to answer the questionnaire, the Term of Consent and Free Clarification, which dealt with the objectives and the way

in which the research was conducted.

It is noteworthy that, in order to proceed to fill out the questionnaire itself, these respondents had to agree with the guidelines presented.

The semi-structured questionnaire was divided into sections. The first section was composed of 08 (eight) questions that aimed to collect information about the profile of the respondents (gender, age, education, department that the professor integrates, level of education that teaches more classes, time that works in the institution, monthly income and work regime), characterizing them.

The second section addressed QWL and the pandemic, composed of five objective questions and one discursive question, created by the author of this study, and some questions were elaborated based on the criteria of the Walton model, where teachers had the opportunity to describe their experiences in relation to the pandemic scenario and its impacts on QWL.

The questionnaire was conducted on the electronic platform of *Google Forms*. A message was created to present the research with the provision of the *link* to access the questionnaire. The sending of this e-mail message was carried out by the official Communication Office of the institution, which has 162 registered professors, according to the sector.

The form was available to receive responses from January 18, 2022 to February 11, 2022, and the first date of sending the link *created through an email message by the institution's Communication Office was on January 18, 2022, and the second submission took place on January 26, 2022*, also by e-mail, being answered by 107 professors, that is, the response rate was 66.05%.

It is noteworthy that, before the application of the questionnaire to the entire population studied, the pilot test was carried out, by sending the form to two teachers, allowing a series of adaptations and improvements of the instrument and allowing a better understanding of the questions, average time to answer and, consequently, better research results.

The pilot test, or pre-test, according to Gil (2008), consists of a preliminary verification, before the definitive application of the questionnaire, which allows the identification of possible flaws and the clarity of the terms used, thus ensuring that the questionnaire is well prepared for the application.

3.3 DATA PROCESSING AND ANALYSIS

After the application of the questionnaire, the data were coded and tabulated using as a tool the digital platforms of *Google Forms* and *Microsoft Excel 2013*, using its resources to obtain absolute numbers and percentages, and the construction of graphs and tables.

Initially, for the data of the first section of the questionnaire applied, referring to the characterization of the professors, which included: gender, age, schooling, department that the professor integrates, level of education in which he teaches more classes, time that works in the

institution, monthly income and work regime, percentages and absolute numbers were used for the construction of representative graphs for better illustration and visualization of the results.

For the second section of the questionnaire, the analysis was based on the statements of absolute numbers and percentages, arranged in graphs and tables. Finally, for the final question, which was discursive and optional, the analysis of the main converging (which align and approach) or divergent (which distance) points raised by the professors and described as a way to justify and complement the closed answers was carried out.

For the analysis of this question, the technique adopted was the content analysis, by Bardin (2011), which consists of a set of analyses of the communications, aiming to obtain conclusions of the messages. The technique is divided into three fundamental phases: pre-analysis, exploration of the material and interpretation of the results.

4 RESULTS AND DISCUSSION

In this section, the results of the research were presented and discussed. For a better understanding and analysis, the data were divided into subsections: profile of respondents and analysis of teacher QWL in the pandemic period.

4.1 PROFILE OF RESPONDENTS

The research data were obtained through the application of a semi-structured questionnaire to the professors of a public educational institution. The first block of the questionnaire contained 8 (eight) questions that dealt with the profile of the respondents: gender, age, education, department that the professor integrates, level of education in which he teaches more classes, time working in the institution, monthly income and work regime.

The questionnaire applied was answered by 107 teachers; of these, about 59.81% are male, and the remainder (40.19%,) female. Thus, the respondent population consisted mostly of male teachers. However, the percentage of women was also significantly representative.

Regarding the age of the teachers, about 47.66% are over 31 to 40 years old; 28.97%, over 41 to 50 years; 17.76%, over 51 to 60 years; 3.74%, over 20 to 30 years; and only 1.87% were older than 61 years. Overall, it was perceived that this is a mature population. Table 1 shows the crossing of the Age/Gender data.

Table 1 - Age and gender of respondents

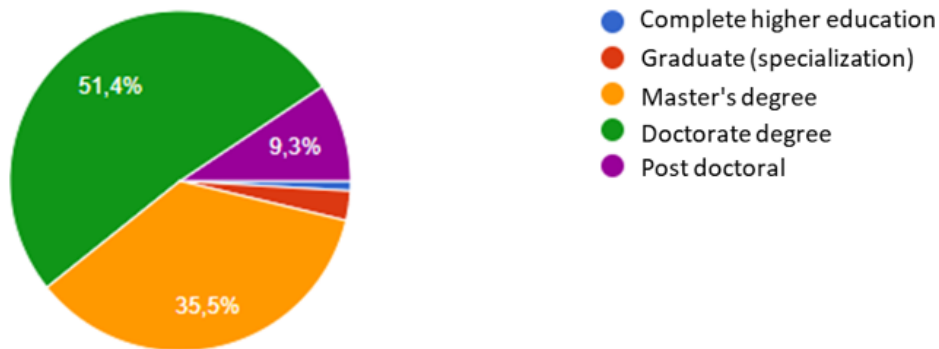
Age/Gender	Male (%)	Female (%)	Total (%)
Above 20 to 30	2,80	0,93	3,74
Above 31 to 40	26,17	21,50	47,66
Above 41 to 50	17,76	11,21	28,97
Above 51 to 60	12,15	5,61	17,76
Over 61 years	0,93	0,93	1,87
Total	59,81	40,19	100,00

Source: Survey data, 2022.

Regarding the level of education, 51.40% of the professors have a doctorate; 35.50%, master's degree; 9.30%, post-doctorate; 2.80%, postgraduate; and only 0.90% have higher education complete.

It was noted that the education level of the professors is high, where most of them have a doctorate (Figure 1).

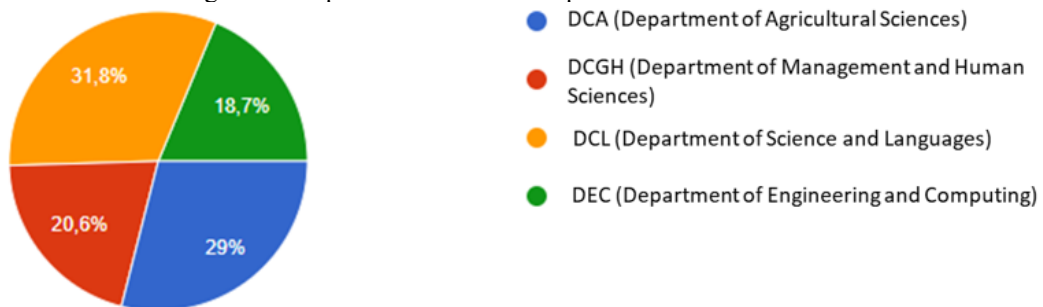
Figure 1 – Education



Source: Survey data, 2022.

Regarding the department in which each professor is full, it was noticed that the majority belongs to the DCL (Department of Sciences and Languages) - 31.80%; followed by the Department of Agricultural Sciences (DCA), with 29.00% of the respondents, as shown in Figure 2.

Figure 2 - Department in which the professors are crowded

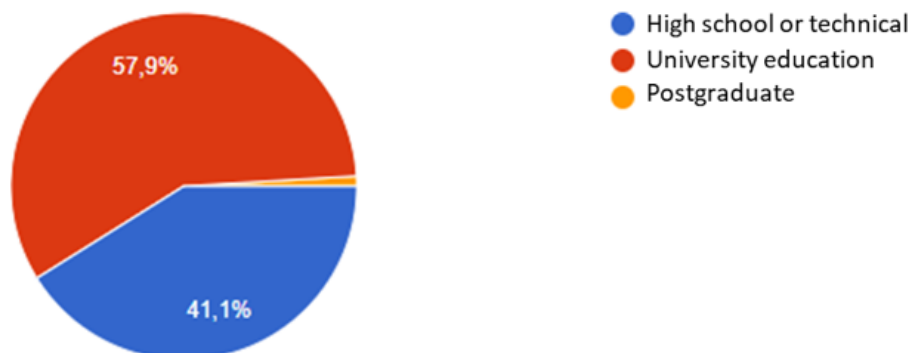


Source: Survey data, 2022.

Regarding the segment in which teachers most teach their classes, 57.90% said it was in higher

education; 41.10% teach most of their classes for high school/technical education; and only 0.90% have their disciplines concentrated in graduate education (Figure 3).

Figure 3 - Segment with the largest number of classes

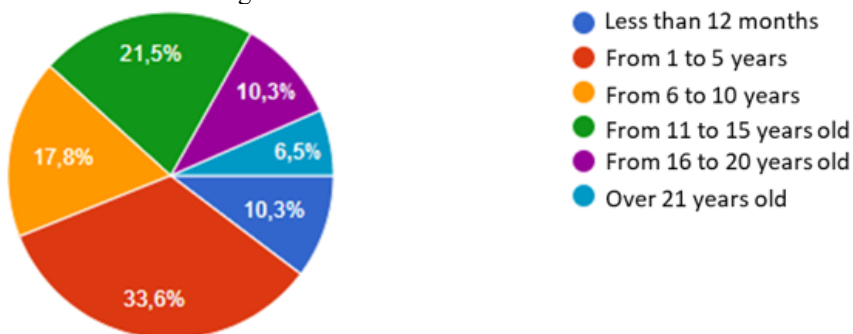


Source: Survey data, 2022.

The sixth question asked the interviewees about the time of work of each one in the researched institution. The results showed that 33.60% work in the institution from 1 to 5 years; 21.50%, from 11 to 15 years; followed by 6 to 10 years, with 17.80%; 10.30% have been working for less than 12 months; and 6.50%, for more than 21 years (Figure 4).

It was possible to notice that most of the professors have been linked with the institution for more than 5 years, suggesting greater familiarity with the environment, colleagues and norms, which may reflect on some analyzed criteria of QWL.

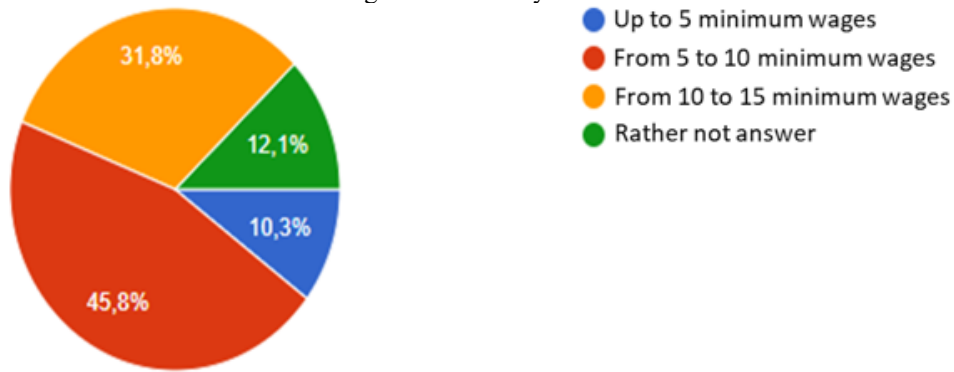
Figure 4 - Time of work in the institution



Source: Survey data, 2022.

The seventh question addressed the monthly income of teachers, as represented in the Figure 5.

Figure 5 - Monthly income



Source: Survey data, 2022.

Figure 5 indicates that most teachers (45.80%) receive from 5 to 10 minimum wages, followed by 31.80% who receive from 10 to 15 minimum wages, and 10.30%, up to 5 minimum wages.

The eighth and final question in this section was about the work regime of the responding teachers. About 88.80% have an effective link with the institution; 8.40%, temporary contract, acting as substitute teachers; 1.90%, visiting professor's bond; and only 0.90% work as volunteer teachers.

The high rate of effective teachers suggested greater financial and career stability, which presupposes an impact on QWL.

According to the data obtained in this section, it is noticed that most of the responding professors are male, aged over 31 to 40 years. Most of the respondents have a high level of education (doctorate) and are assigned to the Department of Science and Languages.

The responding professors have a higher workload of classes in higher education and work from 1 to 5 years in the institution. And finally, most of the professors stated that they earn from 5 to 10 monthly minimum wages and have an effective bond with the institution.

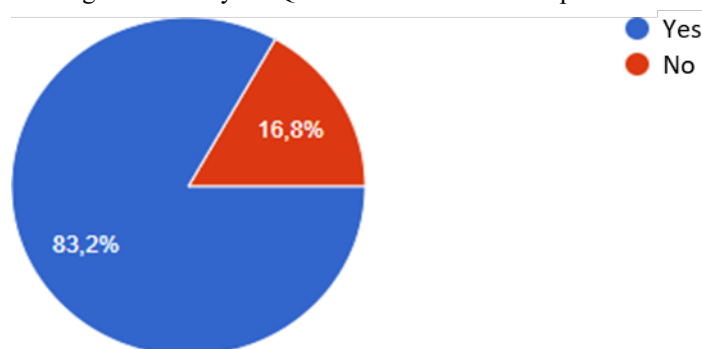
4.2 TEACHER QWL IN THE PANDEMIC PERIOD

In this section, the results obtained through the application of the questionnaire on the QWL of teachers in the pandemic period were presented. The first question asked them whether, in their perception, the pandemic affected QWL.

As illustrated in Figure 6, 83.20% of the respondents said yes, and this percentage refers to 89 teachers in absolute numbers.

On the other hand, 16.80% reported that their QWL was not affected by the changes in the pandemic scenario.

Figure 6 - Has your QWL been affected in the pandemic?



Source: Survey data, 2022.

The second question of this topic asked teachers to assess the general situation of QWL during the pandemic; 48.60% evaluated their QWL in this context as regular; 39.30%, good; 6.50%, very bad; 2.80% considered it excellent; and 2.80% preferred not to answer (Table 2).

Table 2 - Evaluation of QWL in the pandemic

QWL vs. Pandemic	Responses (%)
Excellent	2,80
Good	39,30
Regular	48,60
Bad	6,50
I'd rather not answer	2,80
<i>Total</i>	<i>100</i>

Source: Survey data, 2022.

With regard to workload during the pandemic, when compared to face-to-face teaching, the majority of teachers (57.90%) stated that it increased a lot, and 23.40% considered that it increased little, resulting in 81.30% who declared that there was an increase in their workload in the transition from remote learning.

On the other hand, 5.60% reported that it decreased slightly; and, to 0.90%, it decreased a lot. On the other hand, 9.30% answered that the workload remained unchanged, and 2.80% preferred not to answer (Table 3).

In this sense, Tsuboi (2019) highlights that work has occupied much of the lives of teachers, and the space that should be destined for family, leisure and other activities has been filled too much with academic activities, such as lesson planning, affecting the balance between the personal and professional lives of teachers.

Table 3 - Workload and the pandemic

Workload vs. pandemic	Responses (%)
It has increased a lot	57,90
It increased little	23,40
Remained unchanged	9,30
It has decreased little	5,60
It's slowed down a lot	0,90
I'd rather not answer	2,80
Total	100

Source: Survey data, 2022.

The fourth question dealt with the variable of Walton's model that the professors considered most important to have a good QWL, with 30.84% considering that it is the Work and the total space of life, that is, the balance between work and personal life.

The study conducted by Neves (2020) found an importance attributed by teachers to the criterion of work and life, which presented unfavorable results in relation to satisfaction, indicating the work overload that overlaps the total space of life. Group 1 of Broche's study (2020) revealed general dissatisfaction with QWL, mainly due to the total space of life, where it was contemplated that the professors most involved with the research had to reconcile classes and other academic activities, compromising their time to perform other personal activities.

The second most considered variable was "Working conditions - satisfaction of employees in relation to the conditions offered for the development of their work", such as: physical environment, compatible schedules, availability of adequate materials and equipment and absence of unhealthiness - with 28.03% of the responding teachers.

On the other hand, 12.15% considered the most important variable to be social integration in the organization: equal opportunities, without discrimination; healthy and mutual relationship, without hurting the individuality of each one, and the sense of community, in which the employee feels incorporated into the group and the organization.

The variable Constitutionalism was not considered by any respondent (Table 4).

Table 4 - Variable considered most important for QWL

Most important variable for a good QWL	Responses (%)
Work and total living space	30,84
Working conditions	28,03
Social integration in the organization	12,15
Opportunity for growth and security	8,41
Use and development of capabilities	7,48
Fair and adequate compensation	6,54
Social relevance of life at work	6,54
Constitutionalism	0,00
Total	100

Source: Survey data, 2022.

In this same sense, the next question addressed which of these criteria was most negatively

affected by the pandemic in the lives of teachers. First, 38.30% considered the variable "Work and total living space", which confirmed question 3 (the workload, during the pandemic due to the Novel Coronavirus, when compared to that of face-to-face teaching), where 81.30% affirmed an increase in their work and, consequently, a greater occupation in their total living space.

On the other hand, 34.60% considered working conditions as the most affected variable, and, according to 12.10%, the variable most impacted was social integration in the organization, which refers to equal opportunities, without discrimination; healthy and mutual relationship, without harming the individuality of each one, and the sense of community, in which the employee feels incorporated into the group and the organization (Table 5).

Table 5 - Variable most affected by the pandemic

Variable most affected by the pandemic	Responses (%)
Work and total living space	38,30
Working conditions	34,60
Social integration in the organization	12,10
Social relevance of life at work	4,70
Fair and adequate compensation	3,70
Opportunity for growth and security	2,80
Use and development of capabilities	2,80
Constitutionalism	0,90
Total	100

Source: Survey data, 2022.

It was observed, as shown in Tables 4 and 5, that the variable considered most important to have a good QWL was also the one most impacted by the pandemic (work and total living space), followed by the variables "working conditions" and "social integration in the organization", respectively, indicating this same trend, suggesting conformity and agreement between the variables analyzed.

On the other hand, the variable constitutionalism was not marked by any teacher as important for QWL, but had answers regarding the factor that was most affected in the pandemic.

The last question of this block was discursive, and aimed to provide an opportunity for teachers to express their opinions about their experiences in this context.

Respondents were asked to report the main positives and negatives that the pandemic has brought to their QWL. In this question, 69 professors contributed (64.50%), demonstrating how eager they were to expose their opinions and ideas.

The main positive point reported was the learning and the insertion of new technological tools for teaching. In addition, the convenience of working from home, not requiring displacement, was also mentioned; closer accompaniment of the family and the development of the children; better

reconciliation of work activities with those at home; greater flexibility of schedules; and opportunities for producing articles and participating in online academic events.

Some contributions, in full, of professors who reported their positive perceptions are shown in Chart 1.

Table 1 - Teachers' positive perception of QWL and the pandemic

Respondent number	Positive responses to the discursive question
16	During the pandemic, there was improvement in my QWL due to the low need for large displacements.
18	The implementation of new teaching technologies that had them Accelerated implementation in the context of need.
23	Learn new tools and methodologies.
29	More time to work with research.
67	The fact of being next to the family, mainly because I followed the growth of my daughter since birth, positively influenced the development of work activities, because it was possible to equalize the time dedicated to family and work, with a flexibility that is impossible when you are in the work environment (fixed schedules and far from home).
73	I produced a lot of written material, especially scientific articles.

Source: Survey data, 2022.

Regarding the negative points, the high volume of activities and meetings were reported; the increase in corrections; students' lack of interest; the oscillation of productive days and days of procrastination; the non-reconciliation of work and family, since this separation was compromised; the lack of coexistence with the academic community; the suspension of research and extension activities; the non-realization of practical classes essential for the realization of the teaching and complementation of the theory; greater collection by the institution and students; increased bureaucracy to perform certain tasks; the lack of recognition, on the part of society, that the teacher worked hard in this period, even performing homework.

Some contributions, in full, of professors who reported their negative perceptions are shown in Chart 2.

Table 2 - Teachers' negative perception of QWL and the pandemic

Number responder	Negative responses to the discursive question
7	The institution has not provided any financial or material support to support faculty during the pandemic. My <i>laptop</i> screwed up and I had no support, my internet was insufficient and I had no support, my media equipment such as camera, microphone, <i>software</i> was insufficient, and the institution did not even support with technical assistance.
11	The impossibility of going out and having a more active social life, the difficulties faced by the new teaching method (ENP), the lack of qualification for effective production and quality of teaching objects made us dedicate many hours of the day to work work, I was in a situation of, in the morning, afternoon and evening, doing work, in front of the computer, the school. This, over time, led to psychic problems, leading to the need for intervention by professionals in the area. Today I also have problems of pain in the wrist, I think due to the intense use of keyboard and <i>mouse</i> .
62	I'm a teacher who likes to deal with people, the day-to-day contact.

	I didn't adapt.
69	The QWL has gotten much worse, because, the way we are, we don't even know our own students, they can't learn as they should, because they don't they can see their bond with the institution.
87	The pandemic has made my home, which was supposed to be my resting place, become my place of work, meaning I have worked harder and harder I rested less.
95	The pandemic has affected the teacher-student relationship, causing less progress in teaching-learning. The teacher does not have the freedom and dynamics to be able to implement teaching and evaluation methods that favor the assimilation of the contents passed on, as well as to diagnose the main difficulties presented by the students. What consequently has brought the lack of knowledge of the teacher about the gaps in the learning of the student, who feels unmotivated to study the discipline. This fact can be evidenced by the deadlines of the non-activities be fulfilled.
97	As I am a Physical Education teacher, the biggest difficulty was to be without the contact of the students and without developing the practical classes. The movement is The body practices we worked on in face-to-face classes further affected the health and quality of life of the students.
99	My quality of life at work has gotten a lot worse. I have been working harder and the return is very little. For me, it was very clear the impossibility of reducing education to digital and technological means. Or Human beings need closeness, contact, eye to eye.

Source: Survey data, 2022.

According to the answers obtained in this question, it was perceived that the pandemic had a more negative than positive impact on the quality of life in the work of teachers. Most respondents mentioned the same positive points, which were few, compared to the negative ones. It is noteworthy that part of the professors did not even point out the benefits they considered with the changes that occurred in this period, but pointed out several factors that impaired the QWL.

Other factors mentioned by the professors in this discursive question were in relation to the impacts that the pandemic caused on physical and psychological health due to the overload of work and the anguish experienced in this time of uncertainties and fears.

According to Sanchez (2015), teachers' quality of life and QWL are influenced by two factors: work and health. The most emphasized aspects related to health were self-medication, the need to get away due to illness, poor diet, little leisure and the quality of sleep.

The author also points out that there is an inherence between the personal and professional lives of teachers. In line with this author, they cited the following factors in their reports:

"I think that this whole picture contributes to increase the number of cases of *Burnout syndrome*, depression, and consequently, absences, making it very difficult to have a good level of Quality of Working Life" (REPORT IN DISCURSIVE QUESTION – RESPONDENT 67).

"My QWL worsened considerably with the pandemic, not only by the overload of work, but especially by the emotional and psychological conditions that were considerably affected by social isolation" (REPORT IN DISCURSIVE QUESTION – RESPONDENT 43).

In this same sense, Pereira (2018) emphasized the stress load to which teachers are subjected

due to long working hours and few moments of breaks for rest and leisure. The workload that should be destined to leisure and family life has been filled with the planning of classes. In this way, the responsibilities and obligations of functional departments are affecting the balance between the personal and professional lives of teachers (TSUBOI, 2019). Most of them reported experiencing this situation:

"I believe I have lost the balance between work and personal life. In this way, I've lost some of the Quality of Life at Work with the pandemic, but I feel like I've been able to keep my tasks to the same quality as before the pandemic. But the fatigue has been enormous" (REPORT IN DISCURSIVE QUESTION – RESPONDENT 39).

The study conducted by Sousa and others (2020), as well as the reports of teachers in the subjective question, pointed out a sensitive result for the criteria of working conditions and social integration at work. According to Neves (2020), the teachers surveyed showed dissatisfaction with the conditions of work and work and life, reporting fatigue caused by the volume of work and the compromise of hours of rest and leisure.

Finally, Oliveira (2019) reinforced the importance of studying QoL and QWL, especially of teachers, since the recurrent wear and tear of this profession compromise its pedagogical performance and affect the teaching-learning relationship, generating negative consequences on the quality of education offered. Therefore, it can be said that, in the case of this class, quality of life, quality of life at work and quality of teaching/education are inherent.

5 FINAL CONSIDERATIONS

According to the results obtained in the present research, it is concluded that the majority of the responding professors are male, but not discrepant from the opposite sex, because the institution has its staff of female professors well represented.

In addition, it is observed that the participating population of responding professors consisted of a significant percentage of teachers over 41 years of age, which may have directly influenced the pandemic period, as it was a time of acute and sudden changes, including in relation to the handling of new technological tools, and, due to the fact that the teachers were in an older age group, most are presumed to be less familiar with these factors.

It is noticed that the respondents have high levels of training, since more than half are doctors. When it comes to the department, most of it is crowded in the Department of Science and Languages (DCL) and teaches the largest number of classes for higher education.

A majority of the responding professors maintain an effective link with the academic institution and receive more than five monthly minimum wages, giving them a good level of security and stability. In addition, most have been working in the institution for more than five years, which proposes to

consolidate relations with the institution and with co-workers.

With regard to the impacts of the pandemic on the QWL of teachers, it is concluded that the quality of life at work of teachers was affected considerably, in a negative way, after the changes caused in the academic space, where residences became the work environment, and contact with students and colleagues was restricted.

According to the reports, these impacts transcended QWL and even affected the general quality of life of the respondents, which had, in some cases, physical and psychological health consequences.

For a better understanding and detailing of the problem investigated, it is suggested that more studies be made from the results obtained, especially an interview with the professors, to know more closely and weighted the other variables and factors that affect the QWL of this public and the formulation of mitigating suggestions.

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