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QUALITY OF WORKING LIFE OF TEACHERS ON THE COAST OF PARANÁ

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Abstract: The quality of life in teaching work is strongly related to the health conditions of teachers and constitutes an area of interdisciplinary scope and interest. There are many areas dedicated to building knowledge in this field whose delimitations remain without consensus due to its subjectivity. This course completion work aimed to analyze the quality of life at work of Early Childhood Education and Elementary School teachers (Initial series), in the municipalities of the Coast of Paraná (Antonina, Guaraqueçaba, Guaratuba, Matinhos, Morretes, Paranaguá and Pontal do Paraná). To assess quality of life, the questionnaire, *Total Quality Work Life- TQWL-42*, was used, prepared on *Google Forms* and distributed electronically to teachers. 28 teachers from the public education network on the coast of Paraná voluntarily participated, with an average age of 43.92 years, with an average length of service of 10.76 years. Analysis of the results reveals that, in general, the teachers surveyed report a satisfactory level of quality of life. Analyzing the spheres separately, quality of work life scores tends to be unsatisfactory in the biological/physiological sphere and satisfactory scores in the psychological/behavioral sphere. It is concluded that job security and the relevance of teaching work represent a strong significance and positive impact on the quality of life in teaching work and that they must be increased and supported. The precariousness of working conditions, working hours, leisure hours, health care services, must be considered more carefully so that teaching work is valued as it must.

Keywords: Quality of life at work; Teaching work; Teachers' Health

INTRODUCTION

Work plays a much greater role in people's lives than providing income or subsistence. It can be considered as a source of satisfaction and an indicator of the working person's own identity. Quality of Life at Work is studied by many areas, which are dedicated to building knowledge in this area. As it is a very subjective field, its delimitations remain without consensus, however, there is a certain convergence to relate quality of life at work as a source of satisfaction, health and well-being of workers.

As Godinho (2018, p. 31) says, "work is an important source of meaning for a happy life, subjectively or socially. Both considering subjective well-being and collective well-being. [...]". There are several agents that influence and determine the quality of life at work, health and well-being. Some issues can be chosen that directly affect the quality of life at work and generate challenges for both the worker and the employer, such as environmental, organizational and behavioral factors.

For this study, work must be considered as a fundamental part of man's subsistence in society, however, for the worker to perform his work functions efficiently and thus receive something in return for his livelihood, it is necessary for this citizen to be in its physical and psychological plenitude, or better said, it is necessary to build a quality of life. Work is understood as the source of a person's own identity. (TAVEIRA, 2013). Thus, work plays a much greater role in people's lives than providing income or subsistence.

The quality of life of teaching professionals can be compromised as a result of several issues, such as: excessive workload, extended working hours, environmental conditions of professional practice, reduced hours of leisure and family life to meet work demands, absence of professional recognition and appreciation,

which can compromise the integrity of the teacher's health. (CRUZ and LEMOS, 2005, p.62; PIZZIO and KLEIN, 2015).

The means of assessing quality of life at work are also very varied. Therefore, studies that propose to assess the QWL of certain work categories use different instruments, more or less comprehensive, in terms of QWL conceptualization. Referring to teaching work, more specifically, current publications on QWL, there is a tendency to analyze QWL, considering a perspective less associated with productivity and more closely related to the feeling of well-being, feelings and security at work. .

Working conditions, quality of life at work and health as teachers are aspects related to each other and teaching can be considered a stressful profession that affects the physical and mental health of teachers (DELCOR, 2004; CRUZ and LEMOS, 2005; GASPARINI et al., 2005; REIS, 2006; ILO, 2011; DIEHL and MARIN, 2016).

On the other hand, analyzing different dimensions of QWL, it can be thought that the appreciation of teaching work, the work climate, a balanced professional life and satisfaction with relationships are important factors that determine attitudes and performance at work. (ARIF and ILYAS, 2013).

For Fei and Han (2019), teaching performance is related to school climate, teachers' commitment, motivation, as well as job satisfaction.

The quality of life in teaching work is strongly related to the health conditions of teachers and constitutes, as already mentioned, an area of interdisciplinary scope and interest. Thus, a teacher's health is related to their quality of life at work. This course completion work aimed to analyze the quality of life at work of Early Childhood Education and Elementary School teachers, in municipalities on the coast of Paraná.

METHODOLOGY

To assess quality of life, the questionnaire, Total Quality Work Life - TQWL-42, was used, prepared using Google forms and distributed electronically to teachers. The questionnaire was developed to assess the quality of life at work in a global way, along the lines of the questionnaires developed to assess the quality of life WHOQOL and WHOQOL brief of the World Health Organization, without having a prevalent domain, as occurs in other instruments developed to assess quality of life at work. It has 47 questions, 5 of which are identification questions and 42 about quality of life at work, distributed in the biological and physiological, psychological and behavioral, sociological and relational, economic and political, environmental and organizational areas. The instrument, questionnaire, Total Quality Work Life (TQWL-42) was developed by PEDROSO (2010), it is an instrument with assessment of its internal consistency statistically validated with the application of Cronbach's alpha coefficient, which resulted in a coefficient of 0,85. (PEDROSO et al. (2014). Cronbach's alpha coefficient is a statistical tool that quantifies, on a scale of 0 to 1, the reliability of a questionnaire. The minimum acceptable value to consider a questionnaire reliable is 0.7. (ALMEIDA, et al., 2010). To analyze the results, we used the SPSS and TQWL-42 syntax tool made available by the author, personally, for statistical analysis of the results obtained. The author suggests analyzing the results of the TQWL-42, the use of the quality of life at work classification scale proposed by Timossi et al. (2009), in which a central point (50) characterizes the intermediate level of quality of life at work, while the values below and above this central point, understood are characterized as dissatisfaction and satisfaction, respectively.

The study was approved by the UNESPAR Research Ethics Committee, under number CAAE 51963421.8.0000.9247.

RESULTS

SAMPLE IDENTIFICATION

The questionnaire “TQWL-42 – Quality of Life Assessment Questionnaire at Work” was applied electronically, with the voluntary participation of 28 teaching professionals from the Coast of Paraná, working in Early Childhood Education and Elementary Education I series beginning of public education network. They voluntarily answered 49 questions, the majority of which were multiple choice questions.

Regarding the gender of the participants, 92.9% declared themselves to be female, which reaffirms that the educational area is mainly marked by women.

Regarding professional training, 53.6% have completed postgraduate studies.

The average age of the participants was 43.92 years, with an average length of service of 129 months, which corresponds to approximately 10.76 years worked. These data demonstrate that teachers build professional careers within the area of education.

The data mentioned above corresponded to the identification questions and below the research results will be presented based on the calculation instrument proposed by Pedroso (2010).

QUALITY OF LIFE OF EARLY CHILDHOOD AND ELEMENTARY SCHOOL TEACHERS

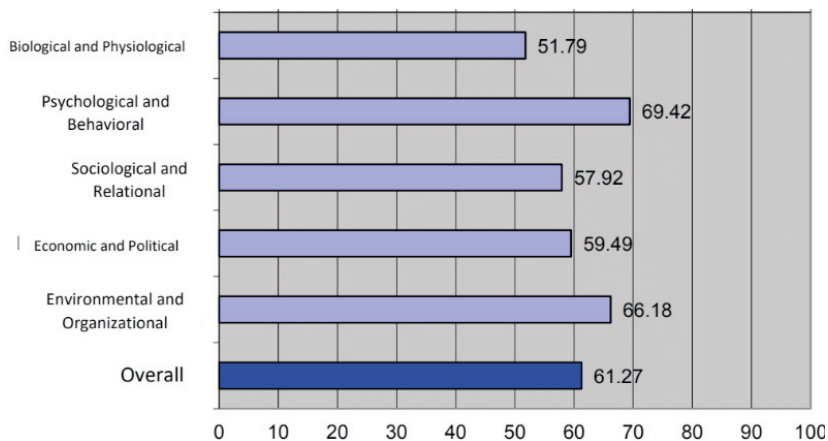
Analyzing the general distribution of responses shown in **Graph 1**, below, it is observed that in general, teachers report a satisfactory level of quality of life. Koetz et al. (2013), França and Lacerda (2020) also found that teachers report a good quality of life.

The lowest scores obtained are from the biological sphere. This sphere is made up of the following indicators according to Pedroso (2010): physical and mental disposition, that

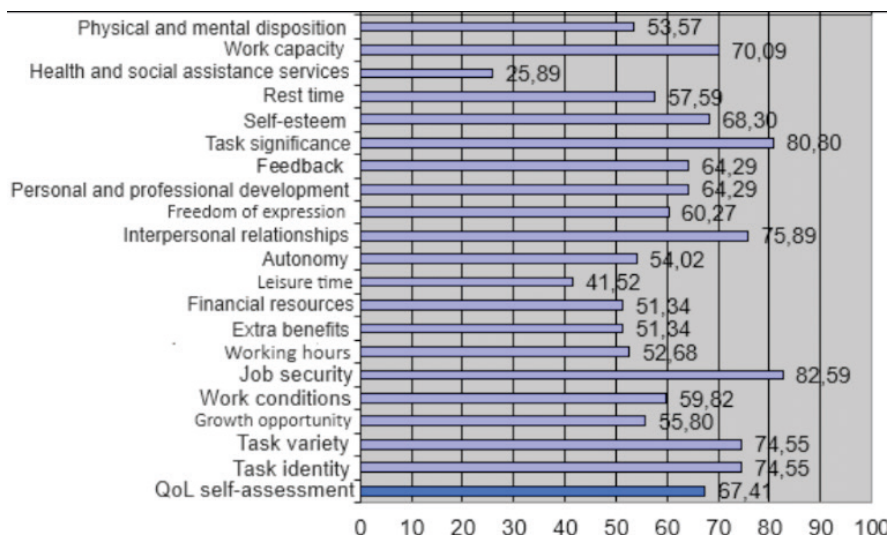
is, the disposition that the individual has to carry out their work; work capacity, which concerns the ability to effectively carry out the tasks assigned to the position; health and social assistance services health and social assistance services provided by the company, such as medical, dental and psychological care and rest time, which is time available to sleep/rest between one working day and another.

The highest scores are in the behavioral psychological sphere. This Psychological/Behavioral sphere is made up of the following aspects, according to Pedroso (2010): Self-esteem, which is the individual's assessment of themselves in the work environment; Significance of the task: how much the individual perceives the importance of their work and considers it significant for the company and/or society; o *Feedback* or feedback on the individual's work performance, clarifying how correctly or incorrectly this has been carried out; and the personal and professional development level with which the company encourages and frees the individual to improve their knowledge in order to enable them to grow on a personal and/or professional level.

The results regarding the lowest scores corroborate the results obtained in studies such as those by Oliveira (2017), which point to workload as a determinant of professional illness. Regarding rest time and leisure time, for example, Pizzio and Klein (2015) and Johanim (2018) show in their work that teachers' working hours exceed 40 hours per week and also highlight the double shift of work experienced by teachers, who associate domestic activities with the working day, remembering that almost all of those surveyed in this study are female. The work of Sguissardi and Silva Jr. (2018) also corroborates these results, which also show that teachers take professional tasks home, which takes up night and weekend hours to carry out.



Graphic 1- Distribution of responses across spheres assessed by TQWL 42 (N=28)



Graph 2- Distribution of teachers' responses by indicators for each sphere assessed (N=28)

Other aspects that are significantly negative refer to the health and social assistance services available to teachers, as well as extra benefits, financial resources and autonomy. Veiga et al. (2017) found in their study that the highest prevalence of dissatisfaction was found in the dimension of remuneration and compensation. Dias et al. (2018) found in relation to autonomy, that as teachers ascend to positions that have greater work autonomy, the quality of life at work of teachers is greater. Autonomy, as Gorz (1987) says, is a requirement for creative work.

The highest scores are related to psychological and behavioral aspects and

concern self-esteem, the significance of the task, personal and professional development and interpersonal relationships are also found in the works of Pizzio and Klein (2015), whose results of the research carried out by them demonstrate that the greater the integration of the teacher's life project into the institution, the greater the QWL, even in unfavorable working conditions. Also Veiga et al. (2017) discuss that job satisfaction is an important dimension in assessing quality of life and found the highest prevalence of job satisfaction in the dimension of the development of human capabilities.

The indicator of greatest satisfaction revealed in the survey was job security. It is

worth noting that this research was carried out with teachers from the public education network and these teachers are civil servants, therefore having the right to functional stability. Pizzio and Klein (2015) say that keeping teachers in their jobs contributes to reducing illness among teachers, thus increasing their quality of life at work. Lago et al. (2015) remember that some studies show in public educational institutions, an identification with stability and personal fulfillment, but what stands out is precariousness and work overload, which tends to promote suffering and illness.

The indicator of greatest satisfaction revealed in the survey was job security. It is worth noting that this research was carried out with teachers from the public education network and these teachers are civil servants, therefore having the right to functional stability.

The results referring to the lowest scores, point to the issues of workload, leisure time and rest time, corroborate the results obtained in studies such as those by Oliveira (2017), which point to workload, as determinants of professional illness. Regarding rest time and leisure time, for example, Pizzio and Klein (2015) and Johanim (2018) show in their work that teachers' working hours exceed 40 hours per week and also highlight the double shift of work experienced by teachers, who associate domestic activities with the working day, remembering that almost all of those

surveyed in this study are female. The work of Sguissardi and Silva Jr. (2018) also corroborates these results, which also show that teachers take professional tasks home, which takes up night and weekend hours to carry out. Other aspects that are significantly negative refer to the health and social assistance services available to teachers, as well as extra benefits, financial resources and autonomy.

CONCLUSION

Considering the most unsatisfactory aspects mentioned, such as leisure time, working hours and health care services offered by the employer, it is understood that the valorization of teaching work needs to be carried out through actions to build a care network satisfactory and a work organization that scales teaching work correctly and distributes teaching activities within 40 hours/week.

Regarding the most satisfactory aspects revealed, for example job security and the importance of the profession, it is expected that these will remain and be increased, so that they can overcome the precariousness of work

It is concluded that job security and the relevance of teaching work represent a strong significance and positive impact on the quality of life in teaching work and that they must be increased and supported. The precariousness of working conditions, working hours, leisure hours and health care services must be considered more carefully.

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