

## REMOTE EDUCATION AND TEACHING STATUS IN PANDEMIC SCENARIO

### *ENSINO REMOTO E QUALIDADE DE VIDA DOCENTE EM CENÁRIO DE PANDEMIA*

### *ENSEÑANZA A DISTANCIA Y CALIDAD DE VIDA DOCENTE EN ESCENARIO DE PANDEMIA*

Eduardo Benincá CUQUETTO<sup>1</sup>

Ellen Maria Santos PORTELA<sup>2</sup>

Yolanda Aparecida de Castro Almeida VIEIRA<sup>3</sup>

**ABSTRACT:** The objective here is to describe the perception of university professors about quality of life (Qol) from physical, psychological, social and environmental domains in a pandemic scenario. This study was characterized as descriptive and cross-sectional, where the sample composed of university professors of undergraduate courses was evaluated. It is justified to understand that this research, when considering the perceptions of teachers in social isolation, will contribute to intervention in the promotion of the health of these professionals, also offering subsidies for future research. The analysis of the responses was based on the application of the WHOQOL-bref questionnaire. The results showed that, in general, teachers reported as positive the perception of their Qol (63.3%). However, some questions deserve greater attention, such as the psychological one where more than 90% of teachers at some point demonstrated a negative emotional state, such as anxiety and depression during social isolation.

**KEYWORDS:** Teaching. COVID-19. Teacher. Quality of life.

**RESUMO:** *Esse trabalho objetiva descrever a percepção de docentes universitários sobre qualidade de vida (QV) a partir de domínios físicos, psicológicos, sociais e ambientais em cenário pandêmico. O estudo se caracterizou como descritivo e transversal, no qual se avaliou a amostra composta por professores universitários dos cursos de licenciatura no município de Teixeira de Freitas (BA). Justifica-se essa pesquisa por compreender que, ao considerar as percepções dos docentes em isolamento social, contribuirá para intervenção na promoção da saúde destes profissionais, oferecendo também subsídios para pesquisas futuras. A análise das respostas ocorreu a partir da aplicação do questionário WHOQOL-bref. Os resultados mostraram que, de maneira geral, os professores referiram como positiva a percepção de sua QV (63,3%). No entanto, alguns questionamentos merecem uma atenção maior, como o psicológico, que apresentou que 90% dos professores demonstrou, em algum momento, um estado emocional negativo, como ansiedade e depressão durante o isolamento social.*

**PALAVRAS-CHAVE:** *Ensino. COVID-19. Docente. Qualidade de vida.*

<sup>1</sup> Bahia State University (UNEB), Teixeira de Freitas – BA – Brazil. Department of Education. Graduating in Biological Sciences. ORCID: <https://orcid.org/0000-0002-8941-7835>. E-mail: [eduardo.b.c.nv@hotmail.com](mailto:eduardo.b.c.nv@hotmail.com)

<sup>2</sup> Bahia State University (UNEB), Teixeira de Freitas – BA – Brazil. Department of Education. Graduated in Biological Sciences. ORCID: <https://orcid.org/0000-0001-5228-2669>. E-mail: [ellenmariaportela@gmail.com](mailto:ellenmariaportela@gmail.com)

<sup>3</sup> Bahia State University (UNEB), Teixeira de Freitas – BA – Brazil. Adjunct professor. Department of Education. PhD in Spatial Information Treatment (PUCMinas). ORCID: <https://orcid.org/0000-0002-6717-0616>. E-mail: [yalmeida@uneb.br](mailto:yalmeida@uneb.br)

**RESUMEN:** Este trabajo pretende describir la percepción de docentes universitarios sobre calidad de vida (QV) a partir de dominios físicos, psicológicos, sociales y ambientales en escenario pandémico. El estudio se caracterizó como descriptivo y transversal, en el que se evaluó la muestra compuesta por profesores universitarios de los cursos de licenciatura. Se justifica por comprender que esta investigación, al considerar las percepciones de los docentes en aislamiento social, contribuirá a la intervención en la promoción de la salud de estos profesionales, ofreciendo también subsidios para investigaciones futuras. El análisis de las respuestas se realizó a partir de la aplicación del cuestionario WHOQOL-bref. Los resultados han señalado que, de manera general, los profesores refirieron como positiva la percepción de su QV (63,3%). Sin embargo, algunos cuestionamientos merecen una atención mayor, como el psicológico donde más del 90% de los profesores en algún momento demostraron un estado emocional negativo, como ansiedad y depresión durante el aislamiento social.

**PALABRAS CLAVE:** Enseñanza. COVID-19. Docente. Calidad de vida.

## Introduction

Because it constantly requires consideration, the discussion about teaching work should be the subject of debates. It is a fact that teachers contribute to the critical and intellectual formation of new social actors. However, little is known about the quality of life (QoL) of these professionals, which indicates that this discussion should be more effective, since the teaching work carries a load of psychosocial stressors. This reflection became even more necessary from the end of 2019, when China admitted an outbreak by a new species of Coronavirus.

In addition to all the issues inherent to teaching work, a new reality has brought changes never imagined worldwide. In Brazil, the social sphere has been modified, and the impacts are felt in a strong way by the Brazilian educational community. Therefore, after the first measures of virus control and closures of educational institutions, the need to continue the classes emerged, aiming not to harm the teaching and learning process.

In view of the new conjuncture, the Ministry of Education (MEC) published Ordinance No. 343 of March 17, 2020 (BRASIL, 2020), which provides for the replacement of classroom classes by online classes, while the COVID-19 pandemic remained, considering the high risk of contagion in these environments, thus following protocols of the World Health Organization (WHO).

These measures caused a significant proportion of teachers to work remotely in their homes. New working conditions, based on the significant presence of the use of digital technologies, impelled the improvisation of environments to perform academic practices. These professionals were forced to share the family environment with this new modality of teaching.

Given the above, this work aims to describe the perception of university professors about QoL from physical, psychological, social and environmental domains in a pandemic scenario. It is justified by understanding that this research, when considering the perceptions of teachers in social isolation, will contribute to intervention in the health promotion of these professionals, also offering subsidies for future research.

This work is structured as follows: in section 1, the introduction is presented; in section 2, we discuss the methods used in this research; in section 3, the results found are discussed, which are finally presented with the conclusions in section 4.

## Methods

The research was carried out with teachers from Superior Education in the municipality of Teixeira de Freitas (BA). This is a descriptive cross-sectional study (GIL, 2002). The sampling process began with obtaining a list from the Human Resources department of the Higher Education Institution containing the number of teachers of the University, updated in 2019.

In the study scenario there were 88 teachers, 12 auxiliary teachers, 33 assistants, 12 assistants, seven holders, one full and 23 substitutes. According to Lattes Curriculum, 34 are doctors, 45 masters and eight specialists and one graduated. Teachers who were away for private reasons, maternity leave, vacation, health care leave, post-graduate, postdoctoral studies or who did not agree with the Free and Informed Consent Period were excluded from the study.

The method used for data collection was the application of a closed questionnaire called WHOQOL-bref, an instrument created by the WHO QoL group, abbreviated to the WHOQOL-100 (W-100). The WHOQOL-bref is composed of 26 questions called facets, related to the quality of physical, psychological, social relations and environment domains. The answers for all facets are obtained through the Likert scale, ranging from 1 (0%) to 5 (100%), with 1 being the worst score and 5 being the best.

Data collection began in December 2020, ending in March 2021. It is said that in this period of March, Brazil was at the beginning of operationalization of vaccination against COVID-19. Due to the pandemic and the consequent introduction of classes in the remote model, the questionnaire was forwarded, elaborated on the *Google Forms platform*, to the teachers' e-mail addresses.

This study was approved by the Research Ethics Committee of the State University of Bahia (CAAE: 36497520.0.0000.0057). Participation in the study was voluntary and the answers were received in anonymous format.

## Results and discussions

As stated in the methodology, questionnaires were sent to 88 teachers. Of these, 30 professors from IES, who were working in different colleges of the following undergraduate courses, Biological Sciences, Physical Education, History, Letters - English Language and Literatures, Letters - Portuguese Language and Literatures, Mathematics and Pedagogy, answered the research. Although it is not possible to understand the causes of the respondents' evasion, it is believed that reasons such as tiredness, discouragement and anguish may have contributed to a significant number of non-return. After noticing a considerable percentage in the non-return, the questionnaire was sent again. It must be said that this sample was possible for the second shipment.

Regarding the gender variable, the data indicate a greater participation of women in the research (n=22), a fact associated with a great predominance of gender in the functional framework of the IES, representing 65% of the faculty. As for the variable age, it consists of an interval of 27 to 65 years. Analyzing this, it was observed that 43.33% are in the age group between 27 and 39 years (n=13), 36.66% in the range of 40 to 51 years (n=11), 16.66% in the 52 to 63 years (n=5) and 3.33% over 64 years (n=1). Regarding academic education, one participant identified himself with an undergraduate degree, another 6.66% with a specialization degree (n=2), 43.33% at master's level (n=13), 40% for a doctorate degree (12) and 6.66% with postdoctoral studies (n=2).

## Physical domain

The facet "pain and discomfort" reveals that 13.3% of the participants assume that physical pain greatly impairs their daily lives, preventing them from performing any activity. Although in percentage it is not expressive, it is necessary to analyze that 33.33% claimed that pain harms them "more or less". Now, to use this expression to classify how pain bothers you is to consider that, at least halfway through your daily life, you feel some discomfort. On the other hand, 53.3% declared "nothing" or "very little" about physical pain causing some kind of impediment.

Although the previous facet demonstrated that physical pain is present in most of the research members, when answering about mobility, there is little degree of variation in the answers. Thus, 86.7% represents the joint assessment as "very good" and "good" on the ability to move around. Another 6.7% rated "neither too bad nor too good" and 6.7% also said they were able to move in a "bad" way.

The facet "energy and fatigue" shows that 33.3% have enough energy for daily life and 56.7% have an average amount of energy for activities and 10% say they do not have enough energy or have little energy.

The "sleep and rest" facet points out that 63.3% are satisfied or very satisfied with sleep. However, 26.7% are unsatisfied or very unsatisfied and 10% are not satisfied or unsatisfied. The relationship of the facets "energy and fatigue" and "sleep and rest" when the degree of intensity is unsatisfactory is remarkable.

Sleep deprivation, according to Miranda Neto (2001), tends to make the person more tense, anxious and irritable. In addition, a night in healthy sleep ideals contributes positively to the action of hormones to causes an increase in cellular metabolism, thus increasing the availability of energy for activities. Thus, the sleep facet has a direct influence on other aspects in this domain, besides energy and fatigue, such as influencing work capacity and generating dependence on medications to achieve the much-desired ideal night's sleep.

The facet on "activities of everyday life" reveals that 66.6% are satisfied or very satisfied with the ability to perform the day-to-day activities. On the other hand, 16.6% say they are unsatisfied or very unsatisfied with their performance capacity. Another 16.7% are not satisfied or unsatisfied.

The "work ability" facet questions the degree of satisfaction about work ability. Of the participants, 70% say they are satisfied or very satisfied and another 20% are not satisfied or unsatisfied. However, 10% are unsatisfied or very unsatisfied. It is difficult to measure for sure a specific factor that explains such dissatisfaction. However, with the reality of remote teaching, one of the possibilities are the challenges facing new technologies and methodological adaptations in this type of teaching. Due to the technological difficulties of students and teachers and external factors, such as internet, equipment and software, the perception of work capacity may have been negative in this sense.

Finally, the last facet of this domain, called "dependence on medication or treatments", reveals that 60% say they do not need or need very little, some kind of treatment to lead daily life. However, 13.3% say they need some type of medical treatment in their daily lives and 26.7% need more or less treatment.

## Psychological domain

Remote emergency education led the educational system to adopt new teaching measures. Thus, university professors adapted to non-face-to-face activities, a sudden change that generated a mixture of feelings, directly impacting their mental health (SANTOS; SILVA, U.S.; BELMONTE, 2021). When asked about the frequency of negative feelings such as bad mood, despair, anxiety and depression, 70% of the labor class answered that these feelings were present a few times, 20% said they were frequent and/or very frequent, 6.7% always and 3.3% never.

The answers indicate a need for attention in this facet, because more than 90% of teachers, at some point, demonstrated a negative emotional state. However, this result is recognized as expected, taking into account the atypical situation of the global pandemic. A study by Torales *et al.* (2021) regarding the effect of COVID-19 on the mental health of the global population, reveals that the circulation of news about Coronavirus, mainly related to cases of deaths and the restriction of the company of people previously present, caused a peak of stress, interpersonal conflicts and exhaustion of citizens, all this behavior was motivated by fear.

At the same time, when asked about personal acceptance, 73.3% stated that they are satisfied and/or very satisfied, 16.6% intermediate and 10% unsatisfied. Thus, it is possible to affirm that, although there is this frequency of unfavorable feelings, they may be associated with external issues of the subject. When analyzing the results related to the meaning of life, it is noticed that 73.3% report that life has enough and/or extremely significant meaning, 23.3% more or less and 3.3% very little. Although the general response is positive, it should be noted that more than 1/4 of the teachers report that life has little meaning.

Therefore, with regard to the psychological domain, it can be observed that many teachers reported not taking advantage of life: 46.7% answered that more or less, 6.7% very little, but 46.7% of the respondents said they are taking advantage of a lot. Although social isolation did not allow face-to-face meetings, Guinancio *et al.* (2020) point out that other activities have gained strength, meaning and promoted distractions *such as virtual gatherings and online shows*, reducing the tension brought by the virus.

With regard to the question related to self-esteem "you are able to accept your physical appearance", 66.6% are very and/or completely, while 26.7% more or less and 6.7% very little. Castelo-Branco and Pereira (2001) associate self-esteem and personal acceptance to the well-being of teachers, an agent inherent to performance and productivity. Finally, in the

concentration item "how much you can concentrate" 50% stated that more or less, 43.3% enough and 6.7% very little.

### **Social relations dominion**

The domain of Social Relations covers only three facets, with scales of intensities in which: (1) represented very unsatisfied, (2) unsatisfied, (3) neither satisfied nor unsatisfied, (4) satisfied and (5) very satisfied.

The "personal relationships" facet questions the level of satisfaction with personal relationships (friends, relatives, colleagues, acquaintances). Thus, 70% said they were satisfied or very satisfied about their relationships, 13.3% said they were unsatisfied and 16.7% were neither satisfied nor unsatisfied. Such percentages can be interpreted as a consequence of restrictive measures of isolation and the great work overload during this scenario, reducing contact and communication relationships, previously done in person.

When asked about the "Sexual activity" facet, 53.3% say they are satisfied or very satisfied. This value represents a little more than half as to the degree of satisfaction. Due to the limitations of the closed questionnaire, there are few possible reflections to ascertain some kind of relationship with the facet. In addition, 20% said they were unsatisfied or very unsatisfied with sexual activity, while 26.7% showed indifference, neither satisfied nor unsatisfied.

Finally, the facet "Support (support) personal" that refers to the satisfaction of the support you receive from friends, the results were very positive. Thus, 80% said they were satisfied or very satisfied, 13.3% indifferent and 6.7% unsatisfied.

### **Environment dominion**

When asked about the facets corresponding to the environment, each teacher should mark an option on a frequency scale ranging from 1 to 5, in which (1) represented nothing, (2) very little, (3) medium, (4) a lot and (5) completely.

The first facet corresponded to personal safety: "how safe you feel in your daily life." With this, 53.3% answered that they feel more or less safe, 33.3% quite and 13.3% very little. Regarding the financial question, when asked with "you have enough money to meet your needs", 53.4% of the teachers answered that they have very and/or completely conditions that meet their needs, 43.3% answered that average, and a small portion (3.3%) said very little.

About access to information: "how much available to you is the information you need in your day to day", 70% answered that much and/or completely and 30% average. The great representativeness of this response is justified in a certain way considering the rapid circulation of information in media vehicles, mainly through the Internet and television news. However, despite the availability of information, there was an increase in the dissemination of false news related to the pandemic, especially regarding the effectiveness of preventive measures (use of masks, *lockdown*) and the use of pharmacists (MATOS, 2020).

Analyzing the leisure question with the question: "to what extent do you have opportunities for leisure activity", 43.3% of the education professionals answered scale 2 (very little), 36.7% average and 20% said they have much and/or completely opportunity. Versiani (2020) associates the factor of low expressiveness of leisure by teachers with social isolation, work assignments were limited to the domestic environment, with no space for leisure activities such as commuting around the city, travel, meetings with friends in bars and restaurants and the like. This theoretician also points out that the teacher's work was redoubled, because there was a need to adapt to the new teaching model.

Each respondent could mark an option from 1 to 5, in which (1) represents very unsatisfied, (2) unsatisfied, (3) neither satisfied nor unsatisfied (4) satisfied and (5) very satisfied.

About housing conditions, "how satisfied you are with the conditions of the place where you live", 90% said that very satisfied and /or satisfied, 6.6% unsatisfied and/or very unsatisfied and 3.3% neither satisfied nor unsatisfied. It was observed that the professionals were quite satisfied with the means of transport. When asked "how satisfied you are with your means of transport", 83.4% answered that they were satisfied and/or very satisfied, 10% neither satisfied nor unsatisfied and 6.6% very unsatisfied and/or unsatisfied.

About health, when asked: "how satisfied you are with your access to health services", 53.3% answered that they were satisfied and/or very satisfied, 33.3% unsatisfied and/or very unsatisfied and 13.3% were neither satisfied nor unsatisfied. It is worth noting that the health crisis generated by COVID-19 impacted the care of the Unified Health System (SUS) and plans in private hospitals, because with the emergency situation, budget resources, care, beds and Intensive Care Units (ICUs) needed to be prioritized and expanded to care for infected patients (COSTA *et al.*, 2020).

When asked about satisfaction with the environment at the present time, "how healthy is their physical environment (climate, noise, pollution, attractions)", 80% of teachers said they were satisfied and/or very satisfied with the environment, 16.7% neither satisfied nor



unsatisfied and 3.3% unsatisfied. According to Oliveira, Campos and Siqueira (2020), social isolation led to the reduction of atmospheric gas emissions with the low circulation of cars, attenuation of CO<sub>2</sub> generation, decrease in waste generation and noise pollution.

## Conclusion

It was observed that, in general, most teachers consider their QoL or positively, with 76.6% classifying it as good or very good, in addition to satisfaction with health levels (63.3%). Regarding the QoL domains analyzed, the psychological domain presented the best results, despite demonstrating constant negative thoughts.

The results presented in this study corroborate the study by Alvarenga *et al.* (2020), in which 35 teachers were studied applying the brief WHOQoL questionnaire. The findings of this study also show that teachers are suffering from the pandemic and that, in turn, the environmental domain presented the worst results, mainly related to leisure activities and health care.

In view of this, attention is indispensable in understanding the environmental, psychological, social and physical aspects related to QoL, given the importance of teachers for society. Thus, it is necessary that studies such as this can support strategies for improving the QoL of educators, especially regarding medical care and psychosocial support, especially in this moment of pandemic. Moreover, it is necessary to search for strategies aimed at reducing intellectual, physical and social overload, in addition to encouraging physical activity through educational programs promoted by the university.

This study has some limitations, highlighting the fact that it is not possible to associate cause and effect relationships in the variables studied. However, the issues raised here deserve the due attention of researchers, as an aid in strategies to improve the QoL of these individuals.

## REFERENCES

ALVARENGA, R. *et al.* Percepção da qualidade de vida de professores das redes públicas e privadas frente à pandemia do covid-19. **Revista CPAQV–Centro de Pesquisas Avançadas em Qualidade de Vida**, v. 12, n. 3, p. 1-8, 2020. Available: <http://www.cpaqv.org/revista/CPAQV/ojs-2.3.7/index.php?journal=CPAQV&page=article&op=view&path%5B%5D=538>. Access: 10 Mar. 2021.

BRASIL. **Portaria n. 343, de 17 de março de 2020**. Dispõe sobre a substituição das aulas presenciais por aulas em meios digitais enquanto durar a situação de pandemia do Novo

Coronavírus-Covid-19. Brasília, DF: MEC, 2020. Available:  
[http://www.planalto.gov.br/ccivil\\_03/Portaria/PRT/Portaria%20n%C2%BA%20343-20-mec.htm](http://www.planalto.gov.br/ccivil_03/Portaria/PRT/Portaria%20n%C2%BA%20343-20-mec.htm). Access: 12 Oct. 2021.

COSTA, D. C. A. R. *et al.* Oferta pública e privada de leitos e acesso aos cuidados à saúde na pandemia de Covid-19 no Brasil. **Saúde em Debate**, v. 44, n. esp. 4, p. 232-247, dez. 2020. Available:  
<https://www.scielo.br/j/sdeb/a/39jsyjTLxGZHFQXrs4VVMRS/?format=pdf&lang=pt>. Access: 10 Feb. 2021.

GIL, A. C. **Como elaborar projetos de pesquisa**. São Paulo: Atlas, 2002.

GUINANCIO, J. C. *et al.* COVID – 19: Desafios do cotidiano e abordagem de enfrentamento frente ao isolamento social. **Research, Society and Development**, v. 9, n. 8, e259985474, 2020. Available:

MATOS, Rafael Christian. Fake news frente a pandemia de COVID-19. **Vigilância Sanitária em Debate: Sociedade, Ciência & Tecnologia**, v. 8, n. 3, p. 78-85, 2020. Available:  
<https://rsdjournal.org/index.php/rsd/article/download/5474/4789/26501>. Access: 10 Aug. 2021.

MIRANDA NETO, M. H. M. Reflexões sobre a importância do sono e dos sonhos para a aprendizagem. **Arquivos Apadec**, v. 5, n. 2, p. 7-11, 2001. Available:  
<https://periodicos.uem.br/ojs/index.php/ArqMudi/article/view/17438/9289>. Access: 7 July 2021.

OLIVEIRA, M. N.; CAMPOS, M. A. S.; SIQUEIRA, T. D. A. Coronavírus: globalização e seus reflexos no meio ambiente. **BIUS-Boletim Informativo Unimotrisaúde em Sociogerontologia**, v. 20, n. 14, p. 1-12, jul. 2020. Available:  
<https://www.periodicos.ufam.edu.br/index.php/BIUS/article/view/7859>. Access: 10 May 2021.

CASTELO-BRANCO, M. C. A. S. H.; PEREIRA, A. M. S. A auto-estima, a satisfação com a imagem corporal e o bem-estar docente. **Psicologia Cognitiva**, v. 5, n. 2, p. 335-346, 2001. Available: <http://pec.ispgaya.pt/edicoes/2001/PEC2001N2/index.html>. Access: 27 Sep. 2021.

SANTOS, G. M. R. F.; SILVA, M. E.; BELMONTE, B. R. COVID-19: ensino remoto emergencial e saúde mental de docentes universitários. **Revista Brasileira de Saúde Materno Infantil**, v. 21, supl. 1, p. S245-S251, fev. 2021. Available:  
<https://www.scielo.br/j/rbsmi/a/b3TVbVHcCZRxkVZPFPK6PHF/?format=pdf&lang=pt>. Access: 21 Aug. 2021.

TORALES, J. *et al.* O surto do coronavírus COVID-19 e seu impacto na saúde mental global. **Jornal Internacional de Psiquiatria Social**, v. 66, n. 4, p. 317-320, 2020. Available:  
<https://pubmed.ncbi.nlm.nih.gov/32233719/>. Access: 25 Mar. 2021.

VERSIANI, I. V. L. Lazer e pandemia: desafios e perspectivas a partir do desenvolvimento social. **LICERE-Revista do Programa de Pós-graduação Interdisciplinar em Estudos do Lazer**, v. 23, n. 4, p. 554-588, 2020. Available:  
<https://periodicos.ufmg.br/index.php/licere/article/view/26879>. Access: 07 July 2021.

WHOQOL GROUP. The World Health Organization quality of life assessment (WHOQOL): position paper from the World Health Organization. **Social science & medicine**, v. 41, n. 10, p. 1403-1409, 1995. Available: <https://www.sciencedirect.com/science/article/abs/pii/027795369500112K#!>. Access: 20 Apr. 2021.

### **How to refer to this article**

CUQUETTO, E. B.; PORTELA, E. S.; VIEIRA, Y. A. C. A. Remote education and teaching status in pandemic scenario. **Temas em Educ. e Saúde**, Araraquara, v. 18, n. 00, e022003, Jan./Dec. 2022. e-ISSN: 2526-3471. DOI: <https://doi.org/10.26673/tes.v18i00.15883>

**Submitted:** 22/11/2021

**Revisions required:** 15/02/2022

**Approved:** 27/03/2022

**Published:** 30/06/2022