Survey of the Quality of Life and Well-Being of the Teachers of Marilândia-ES in the Daily School

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Abstract— Quality of life and teacher well-being in relation to everyday school life. Knowing that quality of life and well-being are terms whose definitions are subjective and cover different areas (physical, mental, emotional and spiritual), the research problem aims to consider a question for the teacher about their quality of life, which elements or aspects are perceived as well-being. Thus, the objective was to understand how the teacher perceives himself in face of his own quality of life and well-being, relating this perception to everyday school life. For that, a bibliographical investigation was carried out first, reifying establishing the conceptual bases for this research. Afterwards, having as research subjects teachers of Kindergarten and Elementary Education from public schools in the city of Marilândia, ES, an applied and descriptive field research was carried out to know their self-perception about quality of life and well-being, through a semi-open questionnaire, based on the Well-Being Pentacle. By analyzing the profile of the sample and how teachers perceived themselves in relation to quality of life and well-being, it was concluded that teachers who exercise less perceived themselves as having a lower quality of life, while at the same time having body mass indexes taller. Finally, an intervention proposal was elaborated aiming to respond to the needs of the evaluated group, proposing the inclusion of physical activities in the teachers' routine, favoring the improvement of their well-being, thus collaborating to increase the quality of life and, consequently, the perception of its improvement. through a semi-open questionnaire, based on the Pentacle of Well-Being. By analyzing the profile of the sample and how teachers perceived themselves in relation to quality of life and well-being, it was concluded that teachers who exercise less perceived themselves as having a lower quality of life, while at the same time having body mass indexes taller. Finally, an intervention proposal was elaborated aiming to respond to the needs of the evaluated group, proposing the inclusion of physical activities in the teachers' routine, favoring the improvement of their well-being, thus collaborating to increase the quality of life and, consequently, the perception of its improvement. through a semi-open questionnaire, based on the Pentacle of Well-Being. By analyzing the profile of the sample and how teachers perceived themselves in relation to quality of life and well-being, it was concluded that teachers who exercise less perceived themselves as having a lower quality of life, while at the same time having body mass indexes taller. Finally, an intervention proposal was elaborated aiming to respond to the needs of the evaluated group, proposing

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I. INTRODUCTION

Well-being and quality of life are terms that are often confused by the common goal, they are common expressions in the Brazilian vocabulary, whether in colloquial or technical use, as the concern with these two aspects of human life has intensified in recent years.

The World Health Organization (WHO) defines quality of life as an individual's perception of how life itself is embedded in the culture and values of the environment in which they live and also in relation to goals, concerns, expectations and standards (WHO , 1995).

Well-being, on the other hand, is understood as a harmonic association between the physical, mental, spiritual and emotional parts (NAHAS; BARROS; FRANCALACCI, 2000).

Thus, it is understood that there are numerous factors that can influence the quality of life and well-being perceived by individuals, such as health, education, housing, emotional state and also professional life.

During a good part of adult life, most people have a job in companies and/or government agencies or, as self-employed, with workloads that can exceed 40 hours per week, which means that a good part of the time is spent on the job. and consequently, with an influence on quality of life and well-being in general.

In Brazil, according to a survey conducted in 2018 by the Locomotiva Institute in partnership with the Loyalt& Trade Management (LTM) group, 56% of workers are dissatisfied with their occupation and would like to change jobs (GIOVANELLI, 2018).

When only the teaching profession is analyzed, the results are similar. The "Teacher Survey", carried out by IbopeInteligência in 2018 with an initiative of Itaú Social and Todos pela Educação, showed that a third of the 2,160 Basic Education teachers who were interviewed are totally dissatisfied with the profession and only 23% of them would certainly recommend the profession for someone (IBOPE, 2018).

The dissatisfaction presented adds to more serious problems, such as the high number of teachers on leave due to illness, 66% of professionals have already had to leave due to health issues. Conditions such as anxiety, stress, headaches and even depression are reported as coming from or intensified by the routine at work (TEIXEIRA, 2018).

When the themes of quality of life and well-being are addressed, it is likely that most people relate them to issues that involve the health of individuals.

According to Nahas, Barros and Francalacci (2000), well-being comprises a harmonious relationship between the various areas that make up human beings, namely: physical, mental, emotional and spiritual. It differs from health as it cannot be evaluated objectively, but only subjectively, taking into account physical conditions, spirituality, material comfort and convenience, security, financial tranquility, emotional stability, among others.

It can be observed, however, that the definitions are similar and even overlapping, as they have in common the subjective character and a breadth over the various spheres that make up humans.

According to Seild and Zannon (2004), quality of life has outstanding characteristics such as subjectivity, multidimensionality, and positive and negative dimensions, with subjectivity being the need for analysis by the individual, with a subjective character, and multidimensionality the influences received from all spheres experienced and felt by a person, which added up result in a total feeling arising from external factors such as social, economic and family environments, as well as internal factors, such as mental and psychological.

The positive and negative dimensions come from the fact that they add good and bad situations to the concept, to define the subjective quality of life.

Therefore, an instrument that aims to measure the quality of life must be able to cover all the complexity that makes up an individual and its connections with its exterior and interior.

It can be noted that quality of life and well-being are very similar terms, both of which seek to score the living conditions of an individual, but it is possible to note through the aforementioned authors that the definition of the term quality of life does not contain the words "good " or "bad", but rather the living conditions of a human being, thus indicating a form of perception.

Despite the many attempts to find a standard definition of quality of life that is widely accepted, there is still no consensus, but it is quite clear that it does not only involve issues related to physical health factors.

It is also important to highlight Bircher's concept of health, defined as

"dynamic state of well-being characterized by physical and mental potential that satisfies vital demands compatible with age, culture and personal responsibility. " (BIRCHER, 2005).

In recent decades, much has been seen and heard in the media about quality of life, quality of life relationships are almost always made with advertisements for some types of food, houses in gated communities, high-tech cars, fitness centers. high performance, political speeches, among others.

These assumptions indicate that quality of life is centered on a particular "object" to be achieved and is not available to everyone. According to Almeida, Gutierrez and Marques (2012, p.16):

In view of this colonization, practically everything around expresses quality of life and this has become something of extreme desire and many live in search of this object.

According to Almeida, Gutierrez and Marques (2012), terminology that is not specific can cause misunderstandings by implying that quality of life is an object, and its reach depends directly on the subject who seeks it, with no need for others. factors for success to occur.

It is clear that a complete definition of quality of life is extremely important, in order to defragment the topic and provide more precise information about the term in question.

According to WHO (1997), the perception of quality of life involves spiritual, physical, mental, psychological and emotional well-being, in addition to social relationships, such as family and friends, and also health, education, housing, basic sanitation and others circumstances of life.

Therefore, such term encompasses multifactorial elements of human beings' lives and a definition, no matter how complete, would still be simplistic on the subject.

According to the view of Pereira, Teixeira and Santos (2012), there needs to be a reflection on how the factors that are important to acquire quality of life were obtained individually, as they depend on the context in which people are inserted, be this historical, environmental, cultural and social.

That is, when defining quality of life, specific aspects of a given population or group must be taken into account, in order not to create a definition centered on some values, such as: having comfort, pleasure, good food at the table, being at the fashion, travel, car of the year, state-of-the-art household appliances, modern telephones and computers, consumption of culture and art, use of technologies that reduce manual labor, wealth and a good physique.

Within this perspective, Almeida, Gutierrez and Marques (2012, p.18) argue that quality of life is not an object, but a perception, and that it has always been present in the lives of human beings:

> The fact is that, based on this type of analysis, all subjects have quality of life, which is not an element to be achieved through actions embedded in the standard of good life in contemporary society; however, what is interesting for the life of each one is to look for a good quality in relation to their individual possibilities of action.

In this line of thought, quality of life should not be seen as an object and each individual should be able to seek to achieve their quality of life compared to what they can, with their possibilities.

Therefore, it is not possible to create a single and closed concept regarding quality of life, mainly due to individuality and subjectivity in relation to what the individual considers for himself as good or bad, in terms of quality of life.

Quality of life is influenced by all spheres experienced and felt by a person, which together result in a total feeling arising from external factors such as social, economic and family environments, as well as internal factors, such as mental and psychological.

Therefore, when assessing the quality of life, an instrument must be used that is capable of covering as much of the layers that make up the complexity of an individual and their connections with their exterior and interior as possible, with the premise that quality of life of an individual needs to be analyzed by himself, with a subjective character.

II.   METHODOLOGY

To compose this chapter, the materials and methods selected to carry out this work were addressed, following work models found in the scientific literature related to this work.

The chosen population was composed of Basic Education teachers: Kindergarten and Elementary School Early Years from public schools in the city of Marilândia/ES. According to the Municipal Department of Education, the municipality has

23 schools, 3 in Kindergarten, 4 in Elementary School and 16 Rural Schools (SEMED, 2020).

According to the statistical synopsis, published by the Ministry of Education (INEP, 2020), the municipality where this work was developed has 137 teachers in Kindergarten and Elementary Education, so the sample of this work evaluated approximately 37% of the population of teachers for these levels , with a total of 51 teachers.

In this way, the sample group was selected from four schools, of these, all teachers who voluntarily accepted to be part of the study were selected, having as inclusion criteria teachers from any discipline or class of Elementary School I and II, active in the period of data collection. As exclusion criteria, teachers who were on leave or away from school and those who, perhaps, perform administrative activities, in addition to those who did not agree to participate in the research.

The respective total number of teachers from each school is described in Table 3 below:

Table 1 - Total teachers from schools participating in the research

School	teachers	Teaching	Location
school 1	27	elementary school years Initials	Urban area
school 2	14	Child education	Urban area
school 3	16	early childhood education and teaching ...entary Initial and Final Years	Countryside
school 4	8	Kindergarten and Elementary School Early Years	Countryside
Total	**65**		

Source: Field Research (2020)

2.1 DATA COLLECTION INSTRUMENT

To carry out the research, data collection was performed using a semi-open questionnaire applied in May 2020. The questionnaire (Appendix A) containing 30 questions was divided into sections. The first section (with a total of 5 questions) refers to questions essential to the characterization of the sample, of a demographic and socioeconomic nature.

Section two (with a total of 11 questions) was about the participant's professional performance, with the intention of characterizing the area of training and performance, teaching career, hours worked, etc.

Finally, the last section (with a total of 13 questions) addressed the lifestyle, through an adaptation of the instrument developed by Nahas, Barros and Francalacci (2000), called Lifestyle Profile, derived from the Pentacle model of Well-Being (Figure 3), with questions covering

the following main themes: Nutrition, Physical Activity, Preventive Behavior, Social Relationships and Stress Control.

Teachers were also asked about their weight and height and these data were the basis for calculating the BMI.

The analysis of quantitative data obtained from the results of this research was performed using descriptive statistics, using graphs and tables, summarizing the main characteristics of the data.

Descriptive analysis is often used in observational studies and facilitates the understanding of raw data obtained from cross-sectional observational studies, as they present data in a more significant way, favoring the interpretation of results.

As previously presented, to analyze the part corresponding to the Pentacle of Well-Being, the Likert Scale (LIKERT, 1932) was used, which allows the measurement of the individual's degree of agreement regarding the questions asked. The advantage of using this scale is that it is not restricted to yes or no answers

(SULLIVAN and ARTINO, 2014). For the Likert scale analysis, the variation of the answers goes from 1 to 5, where 1 means the lowest level for the answer, and 5, the maximum for the questioning.

The results that served as the basis for the formulation of the Well-Being Pentacle were presented as mean and standard deviation of the mean, and are individually presented in Appendix B. The means (quantitative) were converted into classifications (qualitative), according to WHO guidelines for questionnaires that assess quality of life (FLECK et. al., 1999), being: needs to improve (when it goes from 1 to 2.9); regular (3 to 3.9); good (4 to 4.9) and very good (5). Graphs and tables were prepared using Excel software, version 2019, from the company Microsoft® and plotted in the spreadsheet Word, version 2019, from the same company.

Therefore, the results obtained from the data analysis are presented in the next chapter, and were the basis for the creation of the intervention program with labor gymnastics, focusing on teachers to be implemented and executed in schools. The program was created taking into account the sample group, age group, Body Mass Index (BMI), habits and behaviors considered relevant after analyzing the collected data, as well as what already exists in the scientific literature on the subject in question.

III.   RESULTS AND DISCUSSION

In this chapter the results obtained through data collection are presented, as well as the discussion of the same in relation to what the literature presents in relation to the subject object of this work.

At first, a profile of the sample was presented, followed by the results and discussions related to the theme of physical activity and well-being of teachers, using the methodology of the Pentacle of Well-Being.

In Graph 2, below, the profile of the sample of professors distributed by gender is presented.

Graph 2 - Distribution of professors by gender
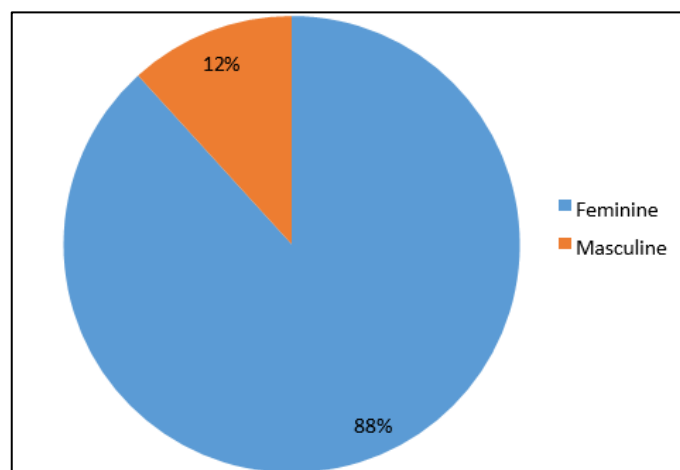
Source: Field Research (2020).

By analyzing Graph 2, it can be seen that the majority of individuals in the sample are female, corresponding to 88% (n=45) and a minority of males, 12% (n=6), of the total of 51 teachers.

According to Souza (2013, p. 56): "women, according to the 2010 Demographic Census of the Brazilian Institute of Geography and Statistics (IBGE), make up 51% of the Brazilian population. But it is known that in the teaching

profession they have been an even wider majority for a long time. "

Data presented by the Ministry of Education (BRASIL, 2018), published in 2018, on the Census of Education in Brazil, in 2017 indicated that there were about 2.2 million teachers working in Basic Education, of which 80% they were women. These data are similar to those found in this research.

It can be observed that the phenomenon of feminization of basic education is present in the sample of this work, showing that most teachers are female and in this line of thought Prá (2016, p.224) discusses this aspect:

> Problems related to discrimination segregate women in the work sphere and tend to generate wage inequalities, in addition to making it difficult to obtain jobs and occupy

decision-making positions in the professional hierarchy. Thus, the trend towards the presence of women in the different stages of education is inversely proportional to the value given to each level of education; higher education teachers, mostly men, masters and doctors, receive higher salaries and have greater social prestige, while basic education teachers, mostly women, with less training, receive lower salaries and little recognition for their profession.

In Graph 3, the data on the distribution of the marital status of the sample are presented. The condition of being married can have an impact on well-being and quality of life in different ways, by influencing the daily routine and emotional state.

Graph 3 - Distribution of the marital status of teachers
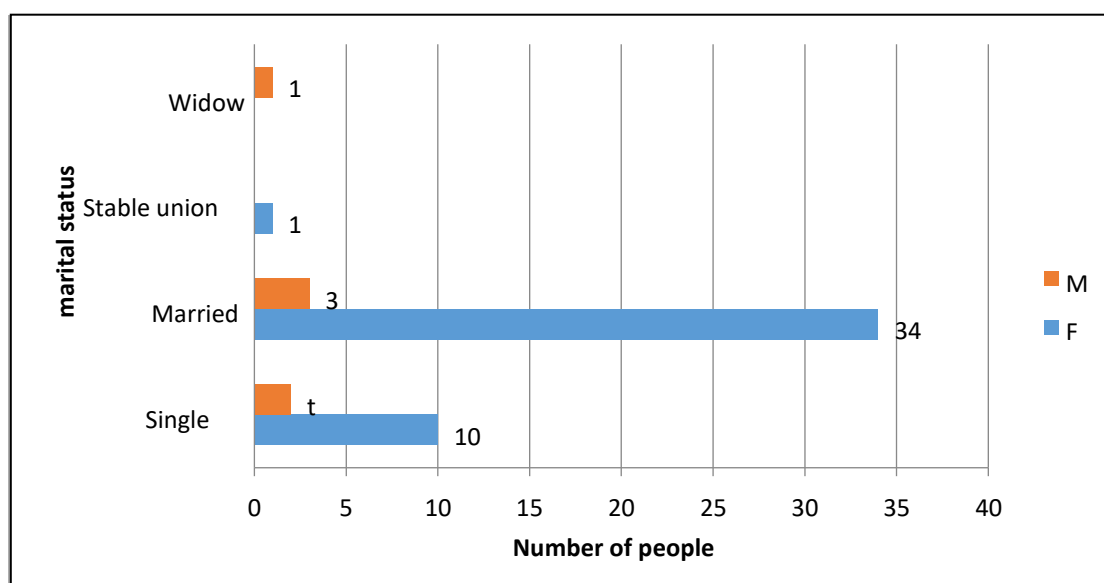
Source: Field Research (2020).

It can be noticed, observing the results of Graph 3, in both sexes, that the marital status that appears most is married people, being 72.5% of the sample.

This variable is followed by single people, with 23.5%, with only one person in a stable relationship (Female) and one widowed man. According to Rocha Sobrinho (2012, p. 265):

> [...] in studies of general well-being, research has shown that married people tend to have greater well-being than divorced, separated, widowed or single people. Among adults who are not married, those who live with a partner have greater well-being.

In a systematic review of 35 studies (SANTOS, 2011), evaluating the prevalence of Burnout syndrome in elementary and high school teachers, a similar profile was observed in relation to gender, with most teachers being female, married and with sons. This same study indicated that "women have greater emotional exhaustion than men and singles have a higher rate of depersonalization than married people."

News broadcast by the website Globo, presenting IBGE data for the year of

2011, indicated that this year, in Brazil, 48.1% of the population declared themselves single, 39.9% married, 5.9% divorced and 6.1% widowed.

Therefore, the data from the profile of the sample in this work are not similar to the data from the IBGE census, indicating that the profile of elementary school teachers is formed mostly by married people, signaling a peculiar characteristic of the profession.

Considering that the profile of the sample in this work is formed by married women, we tried to assess whether they had children and how many there would be. The results are shown in Graph 4, with the distribution of the number of teachers' children.

Graph 4 -Distribution of the number of teachers' children
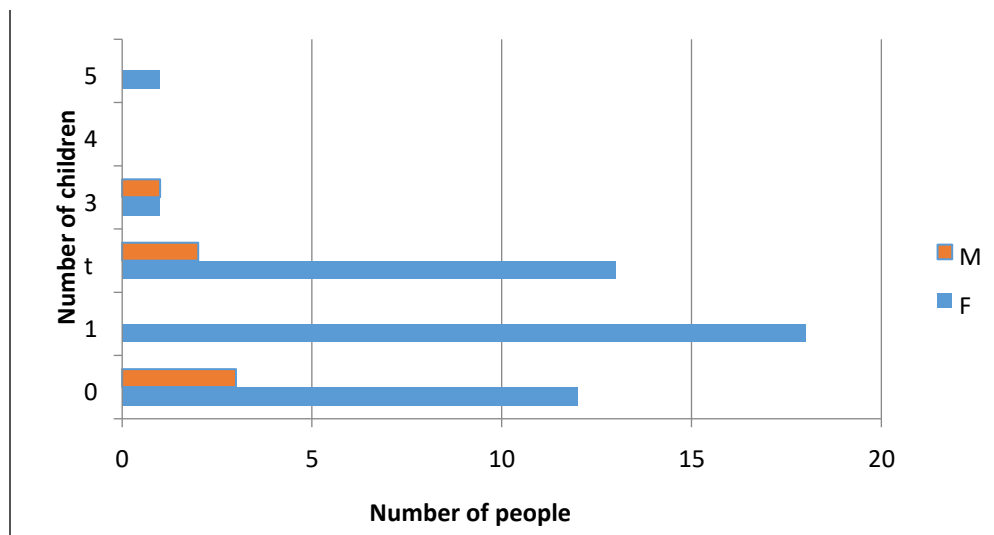
Source: Field Research (2020).

It was observed in Graph 4 that most teachers have between 1 and 2 children, with a total of 33 people (64.7%), as those who do not have children are in second place, with 15 individuals (29.4%), 3 people said they had more than 3 children (5.9%). According to IBGE estimates (2018), in relation to the fertility rate of women, the value is 1.77 children per woman, that is, less than two children, and it is estimated that in 2060 this value will be 1, 66 children/woman. These data indicate a halt in population growth in 2047 and a gradual reduction in population each year. According to this information, the teachers in the sample of this work fit within the profile of the number of children in the Brazilian average.

Since most people in the sample are married, it would be natural to expect them to have children. These data may indicate that, in addition to the strenuous tasks inherent in the teaching profession, other factors can influence well-being, considering that, in parallel with the profession, they can play the role of caring for children and with household maintenance tasks.

In the sample of this research there was no teacher who reported being divorced, and of the 10 teachers are single, of these, only two have children and work more than 25 hours a week in up to two schools. Among the single male teachers, none of them reported having children.

In this context, we tried to estimate the average salary of teachers and Graph 5 shows the results of this variable, considering the current minimum wage for the year 2020, namely, R$ 1,045.

Graph 5 -Distribution of the amount of minimum wages received monthly by teachers
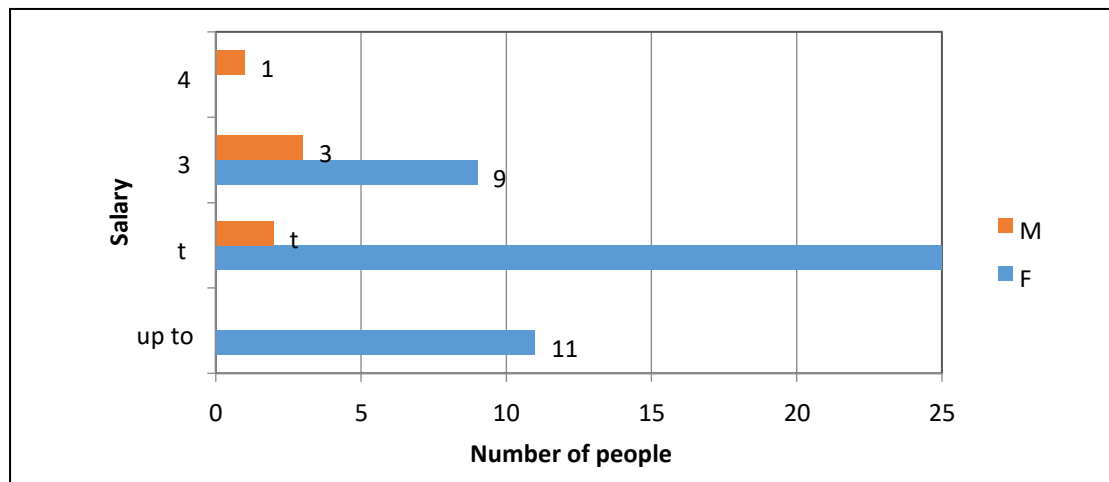
Source: Field Research (2020)

Assessing Graph 5, it can be seen that most teachers receive 2 minimum wages (52.9%), 23.5% receive 3 salaries, 21.6% receive up to 1 salary and only one receives 4 salaries (2 .0%).

According to information published on the Ministry of Education and Culture (MEC) website, in Brazil there is a minimum salary for basic education teachers of R$ 2,886.24 for those who exercise 40 hours of activities per week, as established in the Floor Law (Law 11.738, of 2008) (MENEZES, 2020).

The teacher salary issue is a matter of long debate and it is known that salaries are really low. According to the data presented, approximately 53% of the sample receives little more than R$ 2 thousand per month, having an average of 1 to 2 children (67% of the sample), with the majority of the sample being formed by married women.

In this line of discussion and the second presents Barbosa (2014, p. 512):

> When discussing improving the quality of education, issues related to teachers' work and salaries often arise. And, as the payment of salaries represents the largest percentage of spending on education, dealing with teacher remuneration raises the debate on education funding and, consequently, its relationship with the quality of education.

The subject is of extensive debate and unfortunately, in Brazil, an appreciation of the teaching career is not seen, which may reflect on the quality of teaching, negatively influencing the well-being and quality of life of teachers. In the next question, teachers were asked whether or not they think about changing their profession (Graph 6).

Graph 6 - Percentage of teachers who think or not about changing their profession
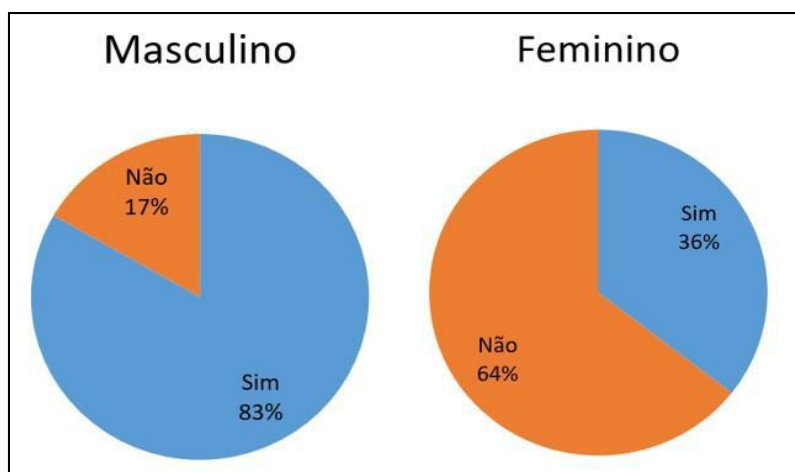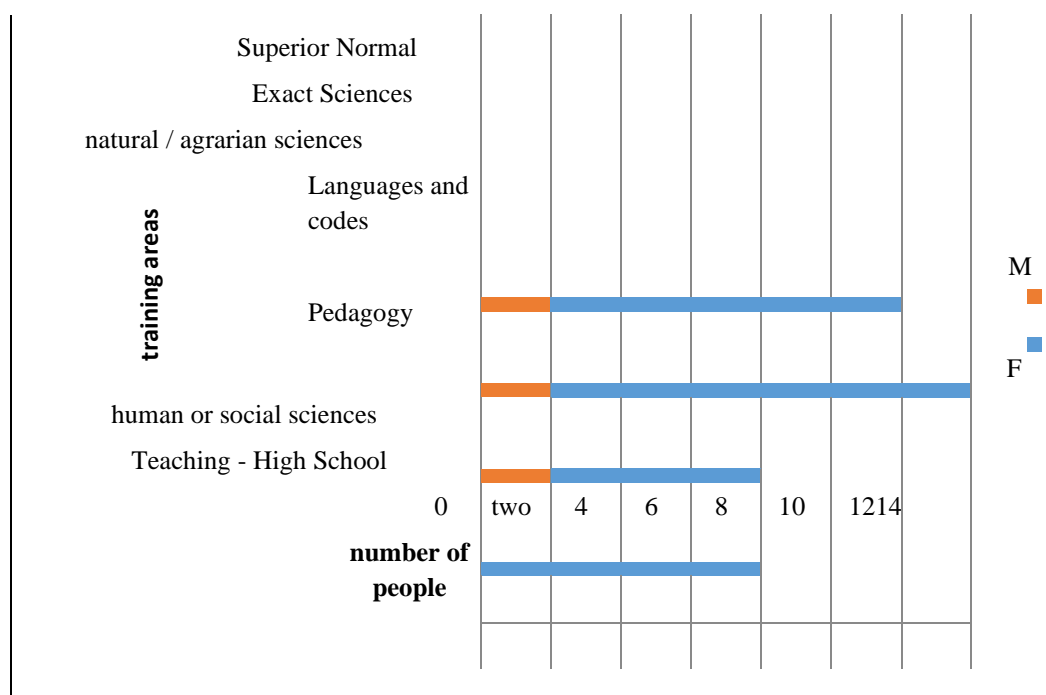

Source: Field research(2020).

It can be noted in the results presented (Graph 6), that of the teachers, 36% think about changing their profession and 83% of the men have the same thought. This is an aspect that deserves attention, considering that this issue is directly related to the welfare state of teachers. When performing the average between the sexes, there is the result of 60% of the sample that thinks about changing profession.

As shown in the initial chapters of this work, there are numerous factors that can lead teachers to dissatisfaction with the profession, among these, low salaries and the exhausting characteristic of teaching stand out.

Graph 7 presents data from the areas of teacher training, considering the maximum teacher training in this question.

*Graph 7 - Distribution of professors in relation to the training area.*

Source: Field Research (2020).

It can be seen in Graph 7 that most teachers are trained in the area of Pedagogy, with 16 teachers, the second area that most appeared was Languages and Codes, with 15 teachers. It is noted that 9 teachers have high school education in the area of teaching and do not have higher education, making up 20% of the sample of teachers. In fourth place are teachers with training in Humanities or Social Sciences, with 11 people. The other areas have 5 teachers. Two teachers presented more than one training area. The average salary of teachers who have only secondary education was 1.88 minimum wages and for graduates it was 2.12 salaries, being approximately 11% lower for non-graduated teachers, indicating that there is a relationship between the undergraduate level and the salary received.

Data from the Ministry of Education (BRASIL, 2018) for the year 2017, in primary education, the rate of teachers who did not have higher education was 15.2% and those who had high school with a teacher training were 10.4%. Those who had completed higher education were 78.4%. In this work, the percentage of teachers who have higher education was 82.4%.

In Graph 8, there are the answers when asked about the disciplines they work. It is noteworthy, at this time, that the sample was composed of teachers of kindergarten and elementary school, in the early and final years, therefore, most teachers (Kindergarten and Elementary School - Early Years) teach several subjects to the same classes , belonging to the common core. Only active in early childhood education, the sample had 9 teachers.

Graph 8 - Distribution of professors in relation to the discipline of action.

SourceField research   (2020). AEE: Specialized Educational Service.
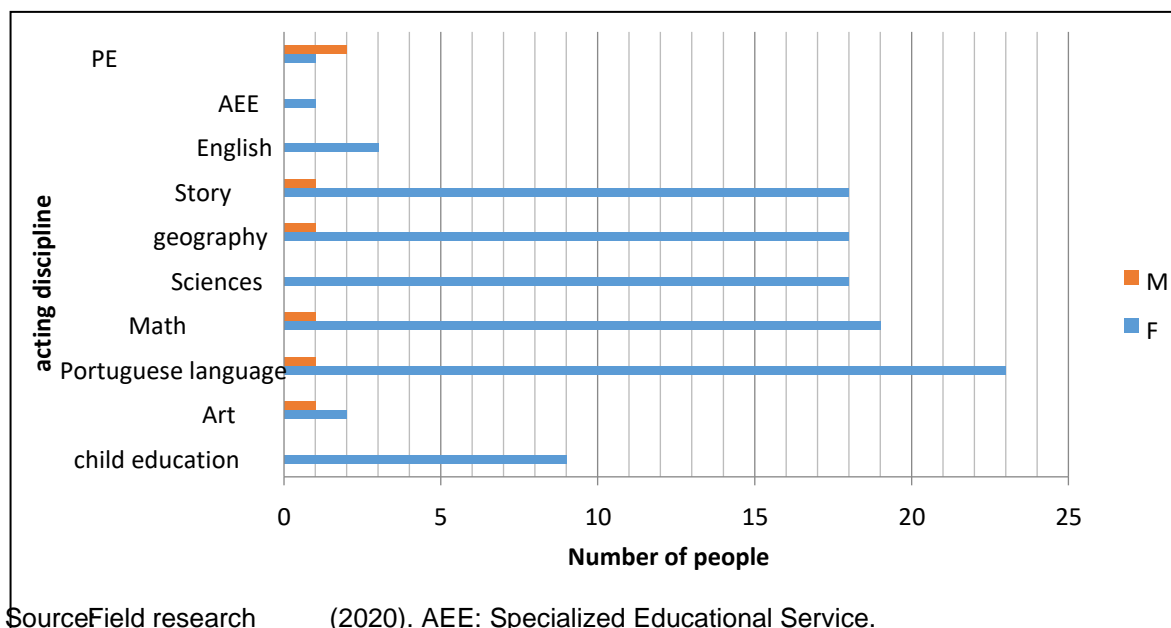
Delivering several disciplines requires that the teacher has to move in different areas of knowledge, which may require more time to prepare classes and more knowledge. This factor can be an element that causes the reduction in the well-being of teachers at this level of education, especially when they do not have adequate pedagogical training.

Table 4 presents the data referring to the issues of teaching time in general and the time spent in the school where they work.

Table 4 - Time in teaching and in activity at the evaluated school.

Tempo (anos)	tempo total (anos)			%	na mesma escola (anos)			%
	F	M	Total		F	M	Total	
< 1	3	0	3	5,9	14	1	15	29,4
1 a 4	9	0	9	17,6	18	4	22	43,1
5 a 9	8	3	11	21,6	4	1	5	9,8
10 a 14	10	2	12	23,5	2	0	2	3,9
15 a 19	7	1	8	15,7	3	0	3	5,9
20 a 24	4	0	4	7,8	0	0	0	0,0
26 a 29	1	0	1	2,0	3	0	3	5,9
30 a 34	3	0	3	5,9	1	0	1	2,0
Total	45	6	51	100,0	45	6	51	100,0

Source: Field Research (2020).

It is observed in Table 4 that most teachers work between 5 to 14 years in teaching and in the same school are working for up to 4 years, indicating a short time spent in the same school. When adding the percentage of teachers who have been working for more than 10 years, there is a total of approximately 55% of the sample. When evaluating a possible correlation between teaching time and the intention to change profession, it was noted that teachers who answered yes, have an average of 8.6 years of teaching, whereas those who do not intend to change profession have approximately 13.6 years of teaching. For men, of those who intend to change profession, the average time in teaching was 11 years and the only one who does not intend to change profession has about 7 years in the teaching activity. These data indicate a positive correlation only in the male sample, that is,
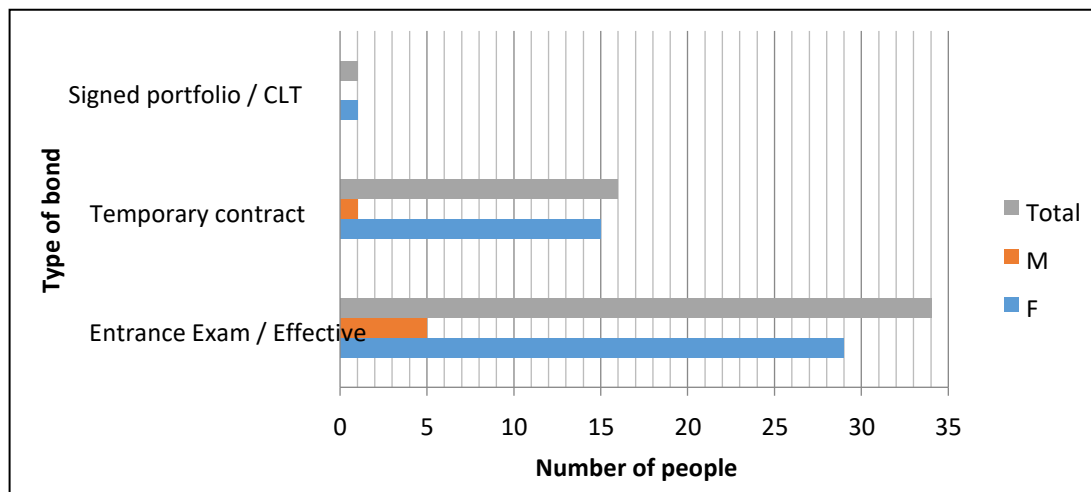
According to Souza (2013, p. 57):

Most basic education teachers in Brazil are people with work experience. This means that, even with the renewal of

staff, with the expansion in hiring, teachers are staying longer in the profession.

Graph 9 shows the profile of teachers' responses in relation to employment.

*Graph 9 - Teacher employment relationship*

Source: Field Research (2020).

It is observed in Graph 9 that most teachers are permanent/tenured, with 34 teachers (66.7%), while those hired on a temporary basis are 16 (31.4%), with only 1 teacher (2%) with signed portfolio/CLT. There is a common consensus that public/tenured teachers have greater job stability, on the other hand, those who have a temporary contract do not have such a guarantee. For the professor who is under contract via CLT, he is covered by legislative guarantees, but without job stability. The stability factor can lead teachers to perceive more well-being when compared to others, who do not have the same stability.

Graph 10 presents data referring to the number of schools where teachers work.

Graph 10 -Current number of schools in which teachers work
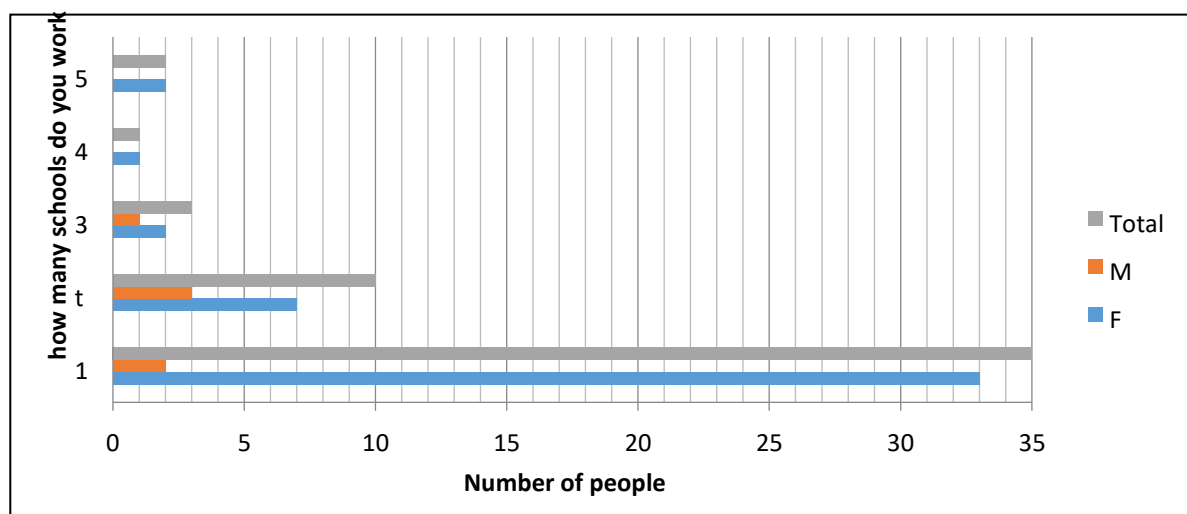
Source: Field Research (2020).

When evaluating Graph 10, it can be seen that most teachers work only in one school, with about 35 people (68%), in second place there are 10 (19%) teachers who work in two schools .Working in 3 schools, there are 3

teachers, one teacher in 4 schools and two teachers working in 5 schools. In a study carried out in Santa Catarina (BIGATON, 2005), evaluating 442 preschool and elementary school teachers, it was found that approximately 303 (68%) teachers worked in one school and 115 (26%) in two schools. It is quite common for teachers to perform activities in more than one educational institution, in order to complement the workload and also the family income.

For teachers who work in more than one school, it is to be expected that they will need a greater displacement compared to those who work only in one educational institution, usually without specific remuneration for this. This factor may be one of the elements that reduce the well-being of these teachers, in this study, 32% of the sample worked in more than one school. Regarding the weekly workload exercised by teachers, Table 5 shows the results of activities carried out in the classroom and outside the classroom.

Table 5 - Weekly workload in the classroom and outside the school environment

carga horária (h/a)	em aula			fora da sala		
	F	M	Total	F	M	Total
< 5	2	0	2	19	2	21
6 a 10	2	0	2	17	2	19
11 a 15	0	1	1	5	2	7
16 a 20	2	0	2	3	0	3
21 a 24	1	1	2	1	0	1
25 a 29	29	2	31	0	0	0
30 a 34	4	0	4	0	0	0
35 a 39	1	1	2	0	0	0
40 a 44	2	0	2	0	0	0
> 44	2	1	3	0	0	0
Total	**45**	**6**	**51**	**45**	**6**	**51**

Source: Field Research (2020).

It is observed in Table 5 that most teachers (60.7%) exercise between 25 and 29 hours per week of activities in the classroom and outside the classroom, 21 teachers reported using less than 5 hours for related activities. It is also observed in this same table that 19 teachers reported using between 6 to 10 hours outside the classroom environment and another 11 teachers reported using between 11 and 24 hours for these activities.

In the study mentioned above, conducted in Santa Catarina (BIGATON, 2005), it was found that about 54% of the teachers evaluated had a workload of 31 to 40 hours of classes per week. Comparing this study, with the data from this work we have approximately 86% of the sample with a workload between 21 and 44

class hours.

Considering this aspect, Faria (2015, p. 164) discusses in relation to the tasks of teachers that:

> In addition to the hours in the classroom, the teacher must dedicate himself to extra-class activities, such as: preparing classes, correcting tests and collective pedagogical work hours (HTPC), provided for planning and exchanging experiences with colleagues. Thus, there is a marked

difference between teaching time and working time.

As already shown, most of the teachers evaluated are married women with children, which may indicate that, in addition to teaching, they perform activities inherent to the home, reducing free time for the development of regular physical activity. This aspect may be directly related to the well-being of these teachers, considering that the development of regular physical activity is one of the pillars of well-being.

In this sense, Faria (2015, p.164) presents:

> It is observed that the teaching activity takes place in the public space, at school, and also in the private space, at home, with no barriers that prevent its overflowing into leisure time, rest, child care, activities with family members and household chores.

Most of the time, teachers use their free time to develop activities related to teaching, even using the weekends for these activities, leaving no time to invest in actions that promote their quality of life.

Almeida, Gutierrez and Marques (2012, p. 36) discuss this aspect, considering other lifestyle issues:

The adoption of a lifestyle considered healthy is taken, in contemporary society, as a determining factor in the health and life situation of the subjects. However, this often does not occur, not because of the subject's lack of will, but because of the absence of favorable socioeconomic conditions. Habits such as adequate nutrition, rest hours, periodic and prophylactic visits to the doctor, and frequent physical activity are not always possible for all individuals, due to lifestyles and conditions that do not allow such actions.

Graph 11 presents data referring to days of absence of teachers, caused by health problems in the year prior to this research (2019).

Graph 11 - Number of days of absence of teachers in 2019, due to health problems
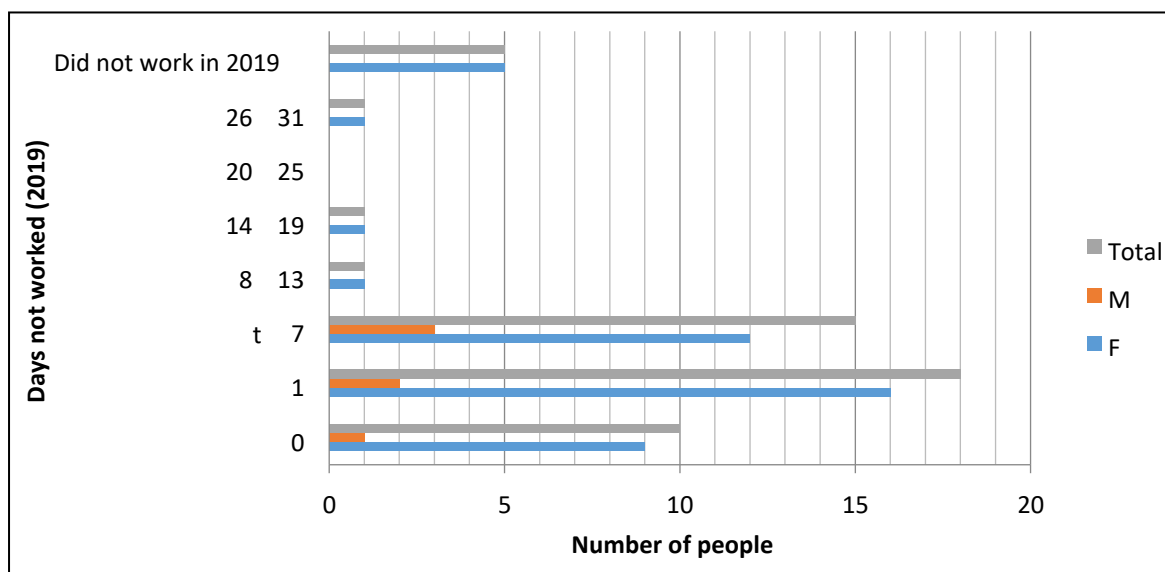
Source: Field Research (2020).

It is possible to observe in Graph 11 that 5 teachers were unemployed in the year 2019, due to lack of attribution in schools, of these, 3 are thinking about changing their profession. From the total sample, 18 professors needed to be away for at least 1 day due to health problems, 15 professors from 2 to 7 days and only 3 professors between 8 and 31 days. 10 teachers reported that they did not take a day off for health reasons. The causes of absences were not asked in the questionnaire, but only absences for reasons related to the health of the professors were computed.

 It is known that mental disorders (depression, anxiety, Burnout Syndrome) are among the main causes of absence among teachers, mainly due to employment conditions (DIEHL, 2016; GOUVÊA, 2016).

According to Teixeira (2018, p. 1):

> In an online survey carried out by Associação Nova Escola with more than five thousand educators, between the months of June and July 2018, it gathered more information about the

problem and identified that 66% of teachers have already needed to leave work for reasons of health.

Of the professors who have already had to leave for some reason, 87% believe that the problem that motivated the leave is either caused by work or intensified (TEIXEIRA, 2018). In this same study, the main problems of educators' leave were listed:

> Among the problems that appear more frequently then anxiety, which affects 68% of educators; stress and headaches (63%); insomnia (39%); limb pain (38%) and allergies (38%). In addition, 28% of them stated that they suffer or have already suffered from depression (TEIXEIRA, p. 4).

 It is noted, in these cases, that it is not possible to establish the well-being of these teachers, in view of the problems that affect educators.

Teachers, in addition to the normal demands of the profession, are required to work to change the educational scenario and the life of the public they serve, often without the necessary structure, unfold to meet these expectations and some end up depleting their health, compromising their well-being and quality of life.

Graph 12 presents the data referring to the questions of the teachers' well-being profile, according to the Well-Being Pentacle methodology. The complete data with answers to the Pentacle questions are presented in Appendix B.

Graph 12 - Average values of the Teachers' Well-Being Pentacle
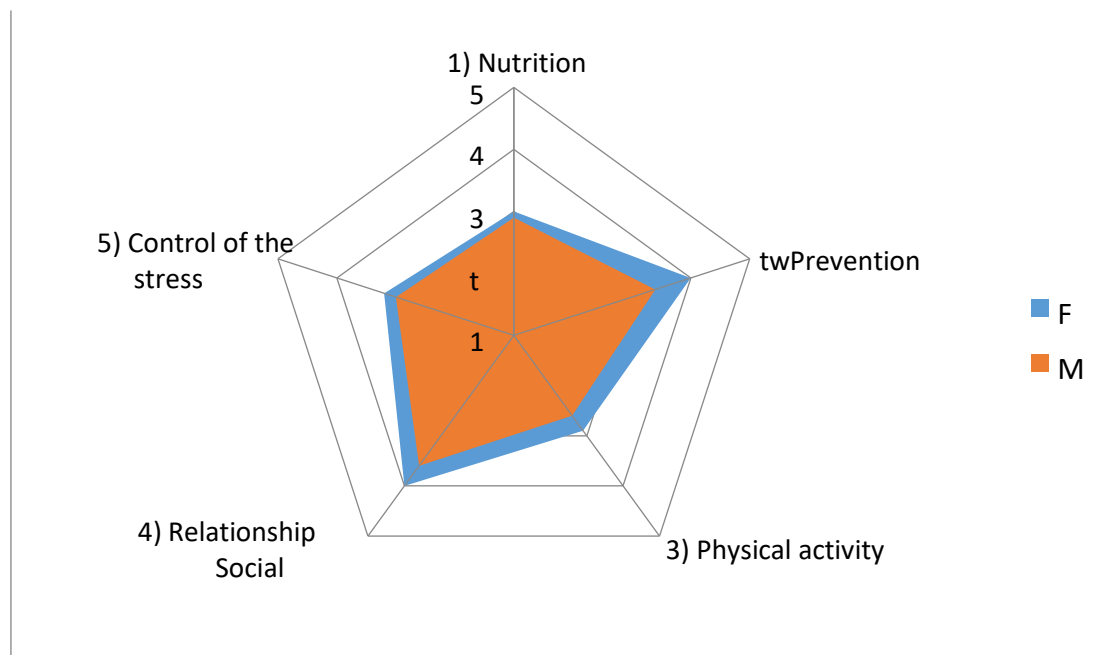
Source: Field Research (2020).

It is observed in Graph 12 that the profile of responses in relation to gender has a similar pattern, but females (blue) have higher averages than males (red) in both components evaluated, especially in the parameters of prevention and relationship Social.

Table 6 presents the averages for each component of the Pentacle and the framework in the qualitative assessment, according to the WHO (FLECK et. al., 1999).

Table 6 - Welfare Pentagram Average and Assessment

Componente do Pentáculo	F	Avaliação	M	Avaliação
1) Nutrição	3	regular	2,9	necessita melhorar
2) Prevenção	4	boa	3,4	regular
3) Atividade Física	2,9	necessita melhorar	2,6	necessita melhorar
4) Relacionamento Social	4	boa	3,6	regular
5) Controle do estresse	3,2	regular	3	regular

Source: Field Research (2020).

As shown in Graph 12 and Table 6, according to the components of the Pentacle, in relation to nutrition, teachers are in a regular situation and teachers need to improve. In the prevention parameter, the teachers are in a good situation, while the men are regular. Regarding the physical activity component, both need to improve.

In social relationships, the teachers have a good evaluation, while the men are in a regular situation. In the last component, about stress control, both sexes have a regular situation. None of the components of the Pentacle were rated 5.

In a study that evaluated 111 public school educators in the city of Uruguaiana, in Rio Grande do Sul, using the Well-

Being Pentacle, it was found that the biggest problems for a healthy lifestyle for teachers are related to physical activity components. and preventive behavior (COUTINHO et. al., 2012). In this same study, they concluded that the difficulties related to physical activity are related to the workload of teachers. Another study also

evaluating teachers in a municipal school in the city of Santa Maria, in Rio Grande do Sul, using the Pentacle of Well-Being, found that the physical activity component, in the evaluated sample, had negative results, requiring attention (CASAROTTO et. al., 2015). In Graph 13, we have the results of the Body Mass Index (BMI) of teachers.

Graph 13 - Body Mass Index of teachers.
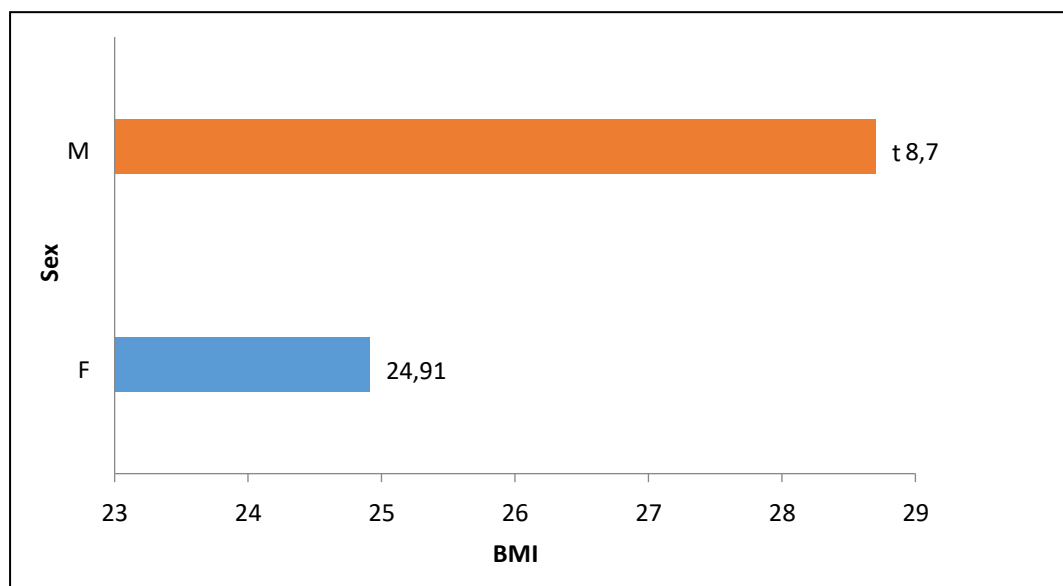
Source: Field Research (2020).

It is possible to observe in Graph 13 that the BMI of the teachers was lower than that of the teachers and, according to the classification of the Brazilian Society of Nutrition, the results of the BMI of the teachers are classified as adequate for females (24.9 Kg/m2) and for pre-obese men (28.7 Kg/m2). The results of the teachers indicate a fine

limit between the adequate and the degree of pre-obesity and for men, indicating a proximity to the classification of obesity grade I. When the data were classified individually, it is possible to calculate the percentage of the classification of all teachers and these data are presented in Table 7, below.

Table 7 - BMI and percentage of ratings among teachers.

IMC	Classificação	F	%	M	%	Total	% total
≤18,5	Magreza	1	2,2	0	0,0	1,0	2,0
18,5 a 24,9	Adequado	21	46,7	1	16,7	22,0	43,1
25,0 a 29,9	Pré-obeso/sobrepeso	21	46,7	4	66,7	25,0	49,0
30,0 a 39,9	Obesidade I e II	2	4,4	0	0,0	2,0	3,9
≥ 40,0	Obesidade III	0	0,0	1	16,7	1,0	2,0
Total		45	100	6	100	51	100,0

Source: Survey data (2020).

The results presented in Table 7 indicate that, on average, 43.1% of the sample of teachers have normal or adequate levels of BMI and

2% below. In the classification of overweight/obesity, 51.1% of the sample of women and 83.4% of men are found, making up an approximate total of 55% of the sample with overweight/obesity.

The results found in this work are similar to a study developed by Rocha et. al (2015), who evaluated 300 state

teachers in northeastern Brazil, showed that 47.2% of teachers were obesity/overweight, with the male population (58.2%) having the highest rates compared to women (36 ,two%).

Obesity is a pathological state that leads the individual to numerous disorders, such as cardiovascular problems, dyslipidemia, diabetes, some types of cancers, hypertension, etc., being a serious public health problem (ROCHA et. al, 2015). In the evaluated sample, teachers

were asked about the presence of any health disorder in men, none of them reported having diseases of this nature. In women, four reported having problems related to the cardiovascular system, among them, one reported heart problems and dyslipidemia and the other three, arterial hypertension. Two professors reported having thyroid-related problems, one with asthma and one with sinusitis, rhinitis and migraine. Considering eight teachers with reports, approximately 17% of the sample have pathological disorders,

Teachers' BMI data corroborate the results obtained in the Well-Being Pentacle, where aspects related to physical activity need improvement and others related to health are in a regular state or also in need of improvement.

There are numerous factors that generate well-being and quality of life and the regular practice of physical activity is one of the elements that can contribute to the reduction of obesity and consequently chronic diseases associated with this pathology and as reported by Ciolac (2004), sedentary lifestyle is one of the factors that trigger these diseases.

In the Wellness Pentacle there are issues related to alcohol consumption and tobacco use, these issues were adapted by the author and addressed separately in this work.

It is noteworthy, at this point, that none of the teachers reported using tobacco, which is a very relevant aspect, considering that the use of tobacco leads to numerous diseases.

Teachers were asked about their habitual use of alcohol in moderation (up to three glasses of draft beer, just under two cans of beer, or a shot of pint or whiskey). The results are shown in Graph 14, which shows the profile of teachers in relation to alcohol use.

Graph 14 - Teachers who habitually use alcohol
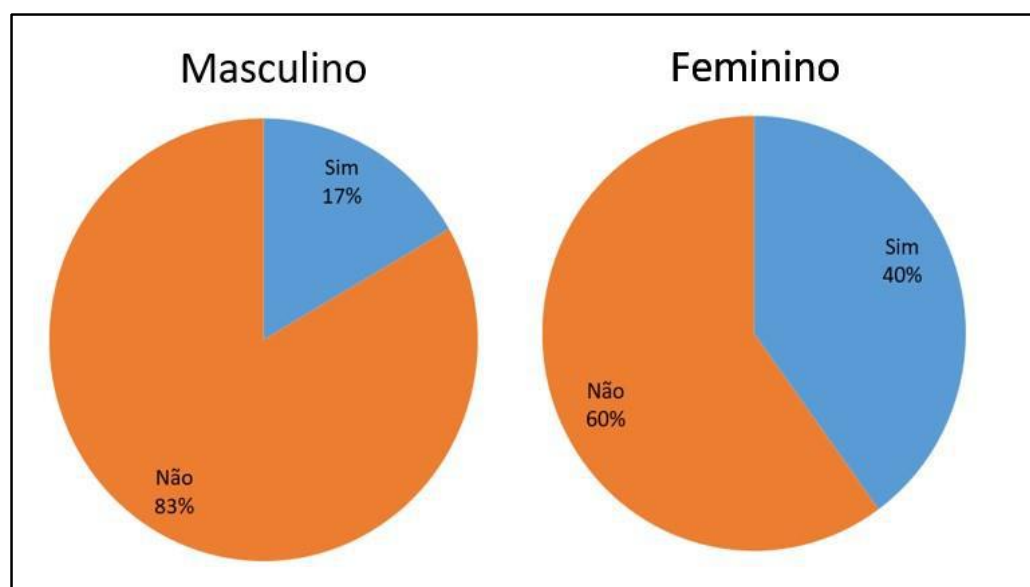
Source: Field Research   (2020).

It was possible to observe in the previous Graph that 40% of women use alcohol habitually and 17% of men use it.

In terms of classification, Penido (2019) presents the following aspects in relation to the abusive use of alcohol:

> It is considered "abusive use of alcohol", the ingestion of four or more doses among women and five or more doses of alcoholic beverages among men, on the same occasion, in the last 30 days.

Data from the Ministry of Health indicate that in 2018 the abusive consumption of alcohol by the adult population was 17.9%, with an increase in the percentage of women between 2006 (7.7%) and 2018 (11%) of approximately 43% in the alcohol use, whereas for men the values went from 24.8% in 2006 to 26% in 2018 (PENIDO, 2019).

The results presented in the sampling of this study, in relation to the habitual use of alcohol for the group of teachers is above the national average for females, which was 11% in 2018, whereas for males, the results are below the average for sex, which in 2018 was 26%.

Coutinho et. al. (2012, p.1) discuss the aspect of alcohol use in a sample similar to this work, involving teachers:

> Regarding the consumption of alcoholic beverages and smoking, we can point out that, despite being unfavorable aspects for health, the use of alcohol, mainly, is socially accepted and considered by many teachers, according to its manifestations in the lectures, as a moment of relaxation, leisure and relaxation. In this way, these behaviors are not seen as something bad (by teachers), with a compensation for the harm of these habits by the pleasure they provide.

The negative effects of alcohol use on mental and cognitive aspects are widely known, especially the impairment of memory and reasoning functions (OLIVEIRA, LARANJEIRA; JAEGER, 2002).

In this regard, Penido (2019, online) reiterates about the effects of alcohol on the body:

> According to the WHO, there is no safe volume of alcohol to be consumed, because it is toxic to the human body and can cause mental illnesses, various cancers, liver problems such as cirrhosis, cardiovascular changes, with risk of heart attack and stroke and the decrease in immunity. In addition to being responsible for episodes of physical violence against you or other people.

It is known that the role of the educator requires the constant use of brain functions in the performance of activities inherent to the profession and the use of alcohol can be an important factor in a reduction in the performance of these functions.

It is noteworthy, at this point, that the present study did not aim to investigate the effects of alcohol on the cognitive functions of teachers, but aimed to trace the well-being profile, and habitual alcohol use may be one of the factors with a negative influence on welfare state of teachers.

Women tend to be more sensitive to the effects of alcohol when compared to men, due to less muscle mass and lower blood volumes. According to Costa (2003, p. 12):

> Society as a whole is not very flexible and receptive to the conception of alcohol consumption by women, reacting with exclusion and evident discrimination. As a result of this social isolation, the woman proposes to feed the addiction

clandestinely, where she experiences the fastest development of dependence and has greater contact with risk factors.

Finally, in the final question of the questionnaire, teachers had the opportunity to openly express their opinions about items they deem important for the well-being and quality of life in the school environment, these items are listed below:

- 6 professors suggested psychological care;

- 4 suggested having a moment to relax when we were stressed with students and the insertion of relaxing moments with group dynamics;

- 2 indicated ethics as a suggestive element;

- 1 indicatedlongerinterval time;

- 1 suggested more planning time to avoid having to plan at home;

- 2 suggested adapting to the planning hours that are not being fulfilled, with a third of the workload;

- 1 suggested better quality of technological tools;

- 1 suggested decreasing the amount of useless paper required as records;

- 1 suggested having fewer students;

- 1 suggested a break room at the planning time (at least 20 minutes);

Among some of the teachers' suggestions, it is observed that among the items are moments for relaxation and group dynamics. Within the intervention proposal presented below, the objective is to contemplate these aspects, inserted together with physical activities.

Therefore, in the next chapter, the proposal for intervention with physical activity and relaxation programs is presented, in order to be practiced by teachers.

IV.   CONCLUSION

Quality of life and well-being are key terms when evaluating individuals in terms of how they feel, whether in relation to themselves or their professional lives. In Brazil, the teaching profession faces several and constant challenges, such as strenuous workload, low pay and conflicts between students and teachers, which together can interfere with quality of life and well-being. In addition, factors related to health and eating habits are also relevant in this assessment.

Therefore, inserting proposals in everyday school life that are aimed at improving the quality of life of these

teachers, whether physical or psychological approaches, are important to change the existing conception that the school for the teacher is, at times, a stressful and tiring environment.

Therefore, the main purpose of this work was to try to understand how the teacher perceives himself in face of his own quality of life and well-being, relating this perception to everyday school life.

Through studies in the literature and based on the results obtained in the questionnaires answered by the teachers and their analyses, it was possible to trace the profile of the teachers of Early Childhood Education and Elementary School, that is: most are married women who they have 1 to 2 children, with an average salary of 2 minimum wages, a value close to the average salary for the entire population of the municipality. A profile that allows us to conjecture that teachers spend a lot of time taking care of the house and children, which can reduce the time and spirit dedicated to the practice of physical activities.

Regarding professional performance, they have an average weekly workload of 25 to 29 hours in the classroom, with greater training in pedagogy, probably due to the fact that most of the schools covered in this study are Kindergarten and Elementary School Early Years .

The vast majority have a higher education degree and have been working as teachers for over 10 years, with an average length of stay of 4 years in the same school and working in only one school.

It was observed that more than half of the teachers reported having been away due to health problems for 1 to 7 days in the last year (2019) and most male teachers are seriously considering changing their profession, which may demonstrate dissatisfaction with teaching or factors related to it.

In addition to teaching activities, women also tend to perform domestic tasks and take care of their children, but teachers perceived themselves as having better well-being than men, in all aspects of the Pentacle of Well-Being. This fact opens the way for future studies, in order to investigate in more detail what causes may influence these differences.

In general, teachers need to improve in relation to the practice of physical activities and stress control, especially because the majority of those studied are overweight/obese, and again men are more overweight.

Habits such as alcohol intake can also be seen as an aspect that deserves more detailed studies. Together, these results showed that the quality of life and well-being of teachers need to be addressed.

The hypothesis, therefore, was confirmed, when results were obtained that showed that when they exercise less, teachers perceive themselves with lower quality of life and well-being, in addition to presenting higher BMI.

It is concluded, in view of the results obtained in this work, that its proposal meets the real needs of the evaluated group, proposing the inclusion of physical activity in the routine of teachers, favoring the improvement of their well-being, thus contributing to the increase in the quality of life.

Further studies are needed in order to investigate the effects of inserting this long-term intervention in this group of evaluated teachers, with a view to contributing to the advancement of research in this area, thus providing an improvement in aspects involving quality of life and well-being. -being of the teachers.

Another suggestion is the inclusion of the school community as a whole in intervention projects: school employees, students and family members can be included in similar studies, also offering the same space for practices and guidance on quality of life.

For further research and further research, evaluations and analysis of the emotional pillars of teachers, fixed and growth mindsets, application of meditation and Yoga techniques and the relationship between neurosciences and quality of life in educators are also suggested.

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