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Original Article

QUALIDADE DE VIDA DE PROFESSORES UNIVERSITÁRIOS DE EDUCAÇÃO FÍSICA: UMA ANÁLISE DE *CLUSTERS*

QUALITY OF LIFE OF PHYSICAL EDUCATION PROFESSORS: A CLUSTER ANALYSIS

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RESUMO

A docência no Ensino Superior exige o envolvimento em diversas funções que podem afetar a percepção de qualidade de vida desta classe de trabalhadores. O estudo buscou determinar os perfis de qualidade de vida de professores de Educação Física do Ensino Superior e associá-los às suas características pessoais e profissionais. Participaram 93 professores da mesorregião da Grande Florianópolis. Utilizou-se um questionário de caracterização e o Whoqol-bref e empregou-se análise de Clusters, método Ward e testes Kruskal Wallis, Friedman e Qui-Quadrado. Identificou-se três grupos de professores: Grupo I apresentou percepção mais negativa e escores menores em todo constructo da qualidade de vida (sem vínculos com a extensão); Grupo II revelou percepção mais positiva e escores mais elevados da qualidade de vida (coordenadores de ações extensionistas); Grupo III apresentou percepção regular da avaliação geral e dos domínios físico e psicológico e escores intermediários quando comparados aos demais Grupos (colaboradores da extensão universitária).

Palavras-chave: Professores. Ensino Superior. Qualidade de vida.

ABSTRACT

Teaching in Higher Education requires involvement in several roles that can affect perceived quality of life within this class of workers. This study sought to determine the quality of life profiles of Physical Education professors and to associate them with their personal and professional characteristics. A total of 93 professors from the Greater Florianópolis mesoregion participated. A profiling questionnaire and the Whoqol-bref were used, in addition to Cluster analysis, the Ward method, and the Kruskal-Wallis, Friedman's and Chi-Square tests. Three groups of professors were identified: Group I had a more negative perception and lower scores in the whole quality of life construct (no involvement in extension); Group II had a more positive perception and higher quality of life scores (extension program coordinators); Group III had a regular perception of the overall assessment and of the physical and psychological domains, and intermediate scores compared to the other Groups (university extension collaborators).

Keywords: Professors. Higher Education. Quality of Life.

Introduction

Professors are considered individuals in total connection with society and the educational system, having the competence to train and help future professionals grow and take on their responsibility in the job market[1]. Teaching in higher education requires, therefore, that this professional has competence in their field of knowledge, with mastery of basic knowledge and professional experience in their intervention space. Thus, professors need constant updating through participation in continuing education programs that provide them with professional enhancement. They are also required to develop research projects aimed at the production of new and unpublished scientific knowledge or the production of cutting-edge technologies[2].

University teaching also requires professors to perform a set of functions that go beyond lecturing: teaching, research, extension and administration in various sectors of the institution. In this sense, the reality of professors demands, in addition to Undergraduate and Graduate teaching activities, a variety of other ones, such as counseling, management, extension, research, publications, meetings, participation in events and boards, final papers, theses and dissertations[3].

Considering that teaching spans the knowledge of the disciplines taught, the conditions and psychosocial risks to which professors are exposed in their workplace[4], it can be taken as a professional activity of great importance and with numerous particularities. In this way, it is recognized that the professional category of educators can be exposed to conflicting environments and high work demands. In the case of professors, the reality of this class can impact the way they assess their quality of life[5]. Quality of life presents itself as a complex organization that is different for each individual, depending on the context in which they are inserted[6].

Regarding the quality of life construct, it is defined as an individual's understanding of their life, in the face of the culture and value system in the environment in which they live and in relation to their goals, expectations, standards and concerns[7]. Furthermore, the combination of factors that modify and characterize the life of each individual results in a network of phenomena and events that can abstractly influence quality of life. In general, factors such as: health status; longevity; job satisfaction; wage; leisure; family relationships; disposition; pleasure; and spirituality[8].

When it comes to the quality of life of professors, they must have a more positive perception of their quality of life so that institutions meet their goals of excellence in the quality of services provided, in addition to minimizing the emotional costs that may end up involving expenses with workers' health[9]. Thus, knowing how this population perceives their quality of life can bring important information to the scientific community, in addition to becoming of fundamental importance, both for this class of workers and their managers. It is important for public and private managers of Higher Education Institutions to develop intervention projects[10] aimed at pleasurable activities in their own professional routine[11], as well as the promotion of spaces for professors to be able to communicate their anxieties and questions, and spaces for assistance among professors, with a view to contributing to their own practice process[12].

However, it is noteworthy that the literature still presents few investigations, with a qualitative[10,11] or quantitative[12-14] approach, involving the matter of quality of life, especially when it comes to analyzing possible differences among educators themselves. It is also important to conduct a study with professionals in the Physical Education field, as they are linked to the Health field and, oftentimes, work with issues involving quality of life in the day-to-day of their profession. In light of the foregoing, the objective of this study is to

determine the quality of life profiles of Physical Education professors and to associate these profiles with their personal and professional characteristics.

Methodological procedures

Participants

This cross-sectional research was carried out in five Higher Education Institutions in the Greater Florianópolis mesoregion, state of Santa Catarina, which totaled a population of 114 Physical Education professors. The sample, characterized as a census ("measurement of specific characteristics of a universe of physical and social objects, verified in all units or elements that make up such universe or population" – Sass 2012, p. 133), since all of the professors were invited to participate in the study, consisted of 93 professors from Physical Education undergraduate courses, accounting for 81.6% of the population.

The inclusion criteria for the professors corresponded to: professors with initial training in Physical Education; professors working in face-to-face Teaching and/or Bachelor's degree course(s) in Physical Education. On the other hand, the exclusion criteria were: professors with initial training in Physical Education working only in other undergraduate course(s); professors with initial training in other fields of knowledge and working in Teaching and/or Bachelor's Degree course(s) in Physical Education; professors with initial training in Physical Education working in Teaching and/or Bachelor's Degree course(s) in Physical Education, in the distance-learning modality.

Instruments

Data were collected by means of an online form containing two questionnaires: WHOQOL-bref and teacher profiling questionnaire. To assess the professors' quality of life, the Whoqol-bref (translated and validated[15]) was used. This research instrument contains 26 questions – two referring to general quality of life, and 24 questions related to quality of life domains. The quality of life domains correspond to: physical; psychological; social relationships; and environment. Regarding the answers to the WHOQOL-bref questions, they are presented on an ordinal scale from 1 to 5 and must consider the last 15 days lived by the individuals surveyed[16], reflecting a syntax from 0 (negative) to 100 (positive). This instrument is cross-culturally validated and translated into several languages, presenting efficient data on the understanding of factors specific to quality of life[17]. In the case of the Brazilian reality, the validation showed acceptable characteristics as to internal consistency, discriminant validity, criterion validity, concurrent validity, and test-retest reliability[15].

The profiling questionnaire was built specifically for the study. The 28 items that compose it cover the professors' personal characteristics (sex, marital status, children, city of residence, degree) and professional characteristics (organization and administrative category, city, length of service, employment relationship, sources of income, weekly workload, level of teaching, work shifts, disciplines, research and extension projects, administrative positions, sick leaves).

Data collection procedure

Initially, representatives of Higher Education Institutions were contacted to be presented with the objectives and procedures of this study and to be requested authorization for the Research Project. Upon authorization, the latter was submitted to and approved by the Ethics Committee on Research Involving Human Beings (legal opinion 2.710.718/2018).

The subjects' participation in the investigation was made possible through an online form, available on Google Forms. An e-mail with information about the research development process was sent to Physical Education professors at Higher Education

Institutions of Greater Florianópolis. The e-mail contained a link to the Free and Informed Consent Form of the research, in which the professors had two options to click after reading it: 'accept participation' or 'decline participation'. Professors who agreed to participate in the investigation were directed to the online form.

The completion of the online form was available from September 15 to October 31, 2018 (45 days), with the professors being contacted at three moments. Upon form completion, the professors' answers were redirected to the research e-mail and automatically saved in an Excel spreadsheet (2013).

Statistical treatment

In data analysis, initially, Cluster analysis was used to evidence the professors' quality of life profiles. For the Cluster analysis, the R-Squared formula was used to establish the groups. The R-Squared addresses the different groups in each algorithm, which is a measure of the percentage of the total variability that is retained in each solution of the clusters[18]. In view of this, Figure 1 shows the formula used to establish the study clusters.

$$R\text{-}Squared = \frac{SQC}{SQT} = \frac{\sum_{i=1}^{p}\sum_{j=1}^{k} n_{ij}(\bar{X}_{ij} - \bar{X}_i)^2}{\sum_{i=1}^{p}\sum_{j=1}^{k}\sum_{l=1}^{n_i}(X_{ijl} - \bar{X})^2}$$

Figure 1. Formula used for the cluster choice procedure
Source: prepared by Maroco[18]

In the statistical treatment, the Ward method was used, considering the measurement of the Euclidean distance of the square. The Kruskal-Wallis test was applied to identify the differences in quality of life among the clusters, while Friedman's test was used to identify the dimensions that stood out in each cluster. Dunn's multiple comparison test was employed, both in the Kruskal-Wallis test and in Friedman's test, for a detailed assessment of the information. To assess sociodemographic variables, considering the quality of life clusters found, the chi-square test was used for a single group in order to identify the professor representation tendency in each cluster. In all analyses, a significance level of 95% ($p<0.05$) was adopted, using the Statistical Package for the Social Science (SPSS) software, version 20.0.

Results

The cluster analysis revealed three groups of Physical Education professors working in Greater Florianópolis (Figure 2).

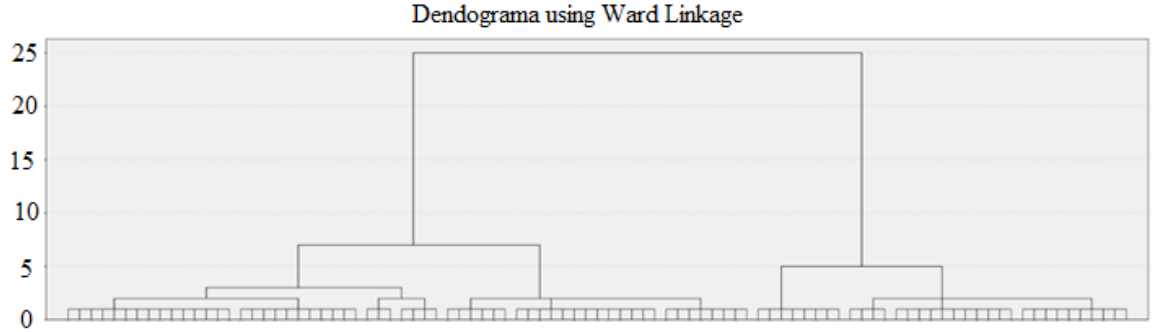

Figure 2. Cluster analysis performed with professors of Physical Education courses
Source: The authors

Professors in Group I had a more negative perception and lower scores in the whole quality of life construct (overall and domains) compared to the other groups. Professors in Group II had a more positive perception and higher scores in the quality of life assessment (overall and domains). On the other hand, those in Group III had a positive perception of their social relationships, a regular perception of the overall assessment and of the physical and psychological domains, and a negative perception of the environment, being the group with intermediate scores in the overall assessment and in the quality of life domains, with the exception of social relationships (Table 1).

Table 1. Professors' quality of life profiles

Quality of life	Groups			p*
	Group I (33) Md(Q1-Q3)	Group II (33) Md(Q1-Q3)	Group III (27) Md(Q1-Q3)	
Physical	64.29(53.57-71.43)a-z	82.14(78.57-89.29)b-z	71.43(64.29-75.00)a-z	<0.001
Psychological	62.50(52.08-66.67)a-z	79.17(75.00-87.50)b-z	70.83(66.67-75.00)c-z	<0.001
Social relationships	58.33(45.83-66.67)a-y	75.00(75.00-83.33)b-z	75.00(75.00-83.33)b-y	<0.001
Environment	55.38(53.13-64.06)a-z	78.13(71.88-84.38)b-y	65.63(62.50-71.88)c-z	<0.001
Overall assessment	59.64(54.19-63.91)a-z	80.06(76.67-83.59)b-z	71.50(68.30-74.11)c-z	<0.001
P	0.036	0.029	<0.001	

Note: Legend Md= Median; Q1-Q3=Quartiles; a-b-c= line; y-z= column
Source: The authors

The Physical Education professors' sociodemographic characteristics, according to the clusters of quality of life assessment, showed significant statistical differences among the three groups only for involvement in extension programs and projects. Group I (more negative perception) had the professors who did not participate in programs and projects, while Group II (more positive perception) had the coordinating professors. Group III (intermediate assessment) was predominantly composed of professors who collaborated in these actions (Table 2).

Table 2. Quality of life profiles, considering the Physical Education professors' personal and professional characteristics

Sociodemographic variables	**Groups**			**p**
	Cluster I n(%)	**Cluster II n(%)**	**Cluster III n(%)**	
Sex				
Female	17(51.5)	15(45.5)	12(44.5)	0.832
Male	16(48.5)	18(54.5)	15(55.6)	
Marital status				
With a partner	24(72.7)	25(75.8)	22(81.5)	0.726
No partner	9927.3)	8(24.2)	5(18.5)	
Children				
Yes	15(45.5)	15(45.5)	7(25.9)	0.218
No	18(54.5)	18(54.5)	20(74.1)	
Degree				0.931

Sociodemographic variables	**Groups**			**p**
	Cluster I n(%)	**Cluster II n(%)**	**Cluster III n(%)**	
Master's	10(30.3)	12(36.6)	11(40.7)	
PhD	18(54.5)	16(48.5)	13(48.1)	
Post-doc	5(15.2)	5(15.2)	3(11.1)	
Institution's administration				
Public	27(81.8)	24(72.7)	23(85.2)	0.455
Private	6(18.2)	9(27.3)	4(14.8)	
Institution as main income				
Yes	28(84.8	26(78.8)	24(88.9)	0.561
No	5(15.2)	7(21.2)	3(11.1)	
Pluriemployment				
Yes	8(24.2)	10(30.3)	8(29.6)	0.831
No	25(75.8)	23(69.7)	19(70.4)	
Research project				
Coordinator	13(39.4)	15(45.5)	11(40.7)	0.816
Collaborator	11(33.3)	9(27.3)	11(40.7)	
Do not participate	29(27.3)	9(27.3)	5(18.5)	
Extension program				
Coordinator	5(15.2)	11(33.3)	6(22.2)	0.050
Collaborator	8(24.2)	5(15.2)	12(44.4)	
Do not participate	20(60.6)	17(51.5)	9(33.3)	
Extension project				
Coordinator	9(27.3)	15(45.5)	9(33.3)	0.012
Collaborator	9(27.3)	5(15.2)	14(51.9)	
Do not participate	15(45.5)	13(39.4)	4(14.8)	
Role in the Institution's administration board				
Yes	8(24.2)	7(21.2)	6(22.2)	0.956
No	25(75.8)	26(78.8)	21(77.8)	
Administrative commissions				
Yes	14(42.4)	18(54.5)	15(55.6)	0.508
No	19(57.6)	15(45.5)	12(44.4)	
Sick leave				
Yes	3(9.1)	6(18.2)	2(7.4)	0.364
No	30(90.9)	27(81.8)	25(92.6)	
Age group				
Up to 35 years	17(51.5)	11(33.3)	13(48.1)	0.370
36 to 50 years	10(30.3)	11(33.3)	10(37.0)	
51 years or older	6(18.2)	11(33.3)	4(14.8)	
Number of children				
None	18(54.5)	18(54.5)	20(74.1)	0.464
One	7(21.2)	6(18.2)	2(7.4)	
Two children or more	8(24.2)	9(27.3)	5(18.5)	
Residence				
Capital	25(75.8)	26(78.8)	25(92.6)	0.211
Metropolitan area	8(24.2)	7(21.2)	2(7.4)	
Length of service (total)				
Up to five years	5(15.2)	5(15.2)	4(14.8)	0.618
Six to 15 years	18(54.5)	12(36.4)	13(48.1)	
16 years or more	10(30.3)	16(48.5)	10(37.0)	
Length of service in Higher Education				
Up to five years	13(39.4)	9(27.3)	10(37.0)	0.427
Six to 15 years	12(36.4)	10(30.3)	11(40.7)	

Sociodemographic variables	**Groups**			**p**
	Cluster I n(%)	**Cluster II n(%)**	**Cluster III n(%)**	
16 years or more	8(24.2)	14(42.4)	6(22.2)	
Length of service at the Institution				
Up to five years	20(60.6)	17(51.5)	19(70.4)	0.567
Six to 15 years	5(15.2)	5(15.2)	4(14.8)	
16 years or more	8(24.2)	11(33.3)	4(14.8)	
Employment relationship				
Collaborator – Public	11(33.3)	7(21.2)	7(25.9)	0.859
Permanent – Public	16(48.5)	19(57.6)	14(51.9)	
Private	6(18.2)	7(21.2)	6(22.2)	
Total workload				
Up to 39 hours	8(25.0)	7(21.2)	6(22.2)	0.262
40 hours	14(43.8)	22(66.7)	17(63.0)	
Over 40 hours	10(31.2)	4(12.1)	4(14.8)	
HEI workload				
Partial	17(51.5)	13(39.4)	10(37.0)	0.462
Total	16(48.5)	20(60.6	17(63.0)	
Level in Higher Education				
Undergraduate course	22(66.7)	21(63.6)	17(63.0)	0.948
Undergraduate and stricto sensu courses	11(33.3)	12(36.4)	10(37.0)	
Number of disciplines				
One discipline	2(6.2)	5(15.2)	4(14.8)	
Two disciplines	10(31.2)	6(18.2)	6(22.2)	0.322
Three disciplines	6(18.8)	13(39.4)	10(37.0)	
Four disciplines or more	14(43.8)	9(27.3)	7(25.9)	
Number of shifts				
One shift	13(39.4)	15(45.5)	8(29.6)	0.235
Two shifts	16(48.5)	15(45.5)	11(40.7)	
Three shifts	4(12.1)	3(9.1)	8(29.6)	
Number of administrative commissions				
None	20(60.6)	16(48.5)	12(44.4)	0.522
One or two commissions	6(18.2)	11(33.3)	7(25.9)	
Three or more	7(21.2)	6(18.2)	8(29.6)	
Total	33(35.5)	33(35.5)	27(29.0)	0.679

Source: The authors

Other personal and professional variables were not associated with the Quality of life groups.

Discussion

The initial objective of this study was to determine the quality of life profiles of Physical Education professors. The results found allowed the determination of three Groups of professors, with Group I presenting the most negative scores in relation to quality of life, while Group II had the most positive ones. Group III obtained regular scores in relation to their perceived quality of life, and intermediate in relation to the other groups.

The positive scores for perceived quality of life presented by Group II were similar to those of other quantitative investigations carried out with professors from different fields of knowledge and Brazilian regions[6,12,14,19,20] when they were assessed as a single group. In its turn, the most negative perception of quality of life, presented by Group I, was similar to

the findings of a qualitative study conducted with professors in the Health field in Espírito Santo[10]. Moreover, Group III presented regular scores, as did professors from other fields of knowledge in Rio de Janeiro[21] and in the Midwest of Brazil[5].

It is noteworthy that Cluster analysis has been used especially in studies in the Health field[22], since it presents itself as a possibility of assessing clusters of investigated subjects by considering different variables. It aims to become an important tool for detecting groups with different analyses when the main variable investigated and the verification of these analyses are intended to allow for the improvement of interventions, taking into account the specificity of each detected cluster, especially for those that need improvements in the assessment of aspects of their life[23]. In the specificity of this investigation, attention is drawn to the 33 professors composing Group I, as they present a more negative perception of the quality of life domains.

The negative perception of the quality of life of workers – in this case, of Physical Education professors – should be a concern on the part of institutions with the physical and psychological well-being of their employees, given that a negative assessment can reflect negatively on their personal and professional productivity[21], which will impact on the quality of the education provided to future professionals in this field. Therefore, it is imperative that Higher Education Institutions invest in the university career of professors, so that they do not feel overwhelmed by the demands imposed in their work environment[3].

Considering that, from the personal and professional characteristics of the investigated professors, only the variable linked to university extension showed significant statistical differences among the Groups of professors, taking into account their perceived quality of life, it is possible that other variables, not investigated, are influencing this perception. In the case of the most negative perception among the professors in Group I, it may be linked to variables such as: lack of time for leisure, for rest, and for social and family interaction; long working hours; poor diet, and poor sleep quality[10].

Regarding the most positive perception of quality of life in Group II, it may derive from factors such as: personal and family income; working with activities of interest; time available to spend with family; engagement in physical activity, and personal fulfillment. These factors are worth highlighting, given that professional practice has been identified as a source of stability and personal and financial fulfillment[14], and that the personal and professional variables studied did not explain the quality of life profiles found in the study. Corroborating the results for this investigated group, a systematic review study, which evaluated professors' quality of life, reported a more positive perception from these individuals in conducted research[24].

The analysis of the only variable (involvement in university extension) that showed a statistically significant difference in quality of life assessment, among the groups of Physical Education professors, revealed that those not involved in extension programs and projects belonged to Group I (more negative quality of life assessment), while coordinating professors belonged to Group II (more positive), and collaborating ones belonged to Group III (intermediate).

University extension is characterized as an academic practice that enables greater university-society interaction, allowing professors to have contact with and intervene in emerging political and social demands in the community in which they are inserted[25]. Thus, university extension allows educators to participate in actions capable of providing them with diversified professional experiences that promote a greater perception of professional competence and ability and help them academically and socially in their training, through the production of new knowledge[25]. Such findings may be influencing the different perceptions of quality of life of the professors who make up the three Groups identified in this study.

In this scenario, the research carried out with Physical Education professors in the

city of Florianópolis corroborates the reflections pointed out, given that the professionals reported the interest and pleasure they feel in working in extension activities, as the latter allow for a greater relationship with the community and contribute with benefits to the people who need their actions[26]. In this way, from the differences in the perception of quality of life of the Groups of Physical Education professors, in terms of involvement in university extension and the reflections pointed out, it is perceived that it is extremely important for teachers not to leave or for them to join the extension actions of their institutions[27].

Conclusions

The data obtained in this study allowed the identification of three Groups of Physical Education professors working in the Greater Florianópolis mesoregion, Santa Catarina, considering the assessment of their quality of life. Professors in Group I had a more negative perception and lower scores in the whole quality of life construct, in addition to being the ones not participating in extension programs or projects. Group II showed the most positive perception of quality of life, being predominantly composed of professors who coordinate extension actions. Group III had its profile characterized by professors collaborating in university extension and showed an intermediate perception of the quality of life domains compared to the other groups of the analysis.

The limitation found for the development of this study involved the selection of variables and data collection instruments that did not help understand possible factors that influenced the quality of life assessment by the different clusters found among the Physical Education professors. In terms of practical application arising from the results of the study, we highlight the need for a closer look at the professors who evaluated their quality of life domains more negatively. The development of actions by Higher Education Institutions is recommended, either through continuing education, strategies, or psychological, physical and social assistance, in combination with improvements in working conditions and working hours that provide a better assessment, especially in the psychological domain.

Furthermore, observing that involvement in extension projects and programs positively impact one's perceived quality of life, their expansion in the university context is to be recommended; even psychological, physical and social care can be proposed through extension actions. In this scenario, based on the limitations presented, another recommendation is the conduction of complementary investigations that use other variables and data collection instruments, such as: well-being; mood state; depression; burnout syndrome; sleep quality; level of physical activity, and lifestyle. Such variables may help explain the quality of life clusters found, since the personal and professional variables analyzed in this study were unable to provide information for such an understanding.

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