

Quality of Working Life of Federal Teachers in Rio de Janeiro

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Abstract

This paper presents a preliminary study on occupational stress and quality of life in the work of higher education teachers of the federal education network. The general objective is to analyze the relationship between occupational stress and Quality of Working Life (QWL), from the point of view of teachers. To reach the objective, we sought to identify the dimensions of occupational stress that cause (lack of) Quality of Life at Work. The study on occupational stress and QWL will allow the observation of how teachers have understood the relationship between their work dynamics and what are the results in their behavior. The methodology was based on qualitative, exploratory and descriptive research with semi-structured interviews, using Content Analysis. The subjects of the research are teachers of higher education in the region of Rio de Janeiro state. The theoretical framework consists of two axes: Quality of Working Life and Occupational stress. The main theoretical references are Walton (1976) and Cooper (1988). In the results we found all the seven dimensions of Walton's model. However, three other categories were identified: leadership; personal life and family; and violence. Cooper's model confirmed the sources of pressure: intrinsic labor and interpersonal relationships. It was concluded that the models have a correlation, however, the research showed other sources of pressure that could lead to physical and psychological diseases.

Keywords: Occupational Stress - Quality of Life at Work - Walton and Cooper Models - Teachers of Higher Education.

1. INTRODUCTION

Institutions have undergone transformations, since the 1970s, aiming mainly to increase productivity. According to Rodrigues (1994), "in this decade, the first movements and applications are structured and systematized in their interior, using Quality of Working Life - QWL" (RODRIGUES, 1994, p.20).

According to the author, organizations sought to raise results through limited resources, causing a change in the commercial and production aspects. Thus, with changes in the means of production, the strategy of people's movement was indirectly remodeled. In this context, "human capital is understood as a fundamental strategy to face radical transformations" (GIL, 2008, p.39).

It is noted that there is a rampant search for quality in the production process and for rise in results. In the core of this stage are the workers. It can be seen that their adaptation to this new context is not linear and salutary. Tasks performance to increase productivity, implying new and better results, were done for economic reasons and without knowledge of the role played in the process of development and growth of organizations.

Over the years, many of these workers became alienated in the tasks they performed, subjecting themselves to rules and procedures mechanically, without questioning. Others felt the "pressure" of results delivery - new products – in need of more effective strategies, like a "streamroller", which crushes and spreads everything that is made, wasting their strength and actions, in a hermetically sealed box made up of time, production, quality, difference, improvement and profit. These workers have accumulated tensions. Some managed to find ways out, others "exploded", generating dissatisfaction.

For Couto (1987, apud BCHECHE and KILIMINIK, p.101), "the main pressure factors that affect individuals at work are linked to the urgency with which activities are imposed and to the mismanagement of time, linked to a series of demands". In order to understand the causes of this so-called "explosion" of pressures at work, researchers from the areas of human, social, and psychological relations sought to understand the reasons why workers endured, or not, their workplace tensions and dissatisfaction.

Job dissatisfaction is a recurring problem that affects all levels of an organization and any type of worker. It can be observed that some companies are concerned with "diagnosing the source of dissatisfaction, establishing criteria related to human resources policies" (LIMONGI-FRANÇA, 2007, 48). Others do not.

Walton, in 1973, understood that "working conditions should not expose the worker to harmful and unsafe situations. Therefore, a safe and pleasant workplace must be ensured." (SAMPAIO et al., 2011, p. 45)

Morgan (1996, p. 294-295) highlights occupational hazards: "occupational diseases and work-related accidents in manufacturing activities, such as Work-related Musculoskeletal Disorder (WMSD), Repetitive Strain Injuries (RSI)." These generate consequences such as individual, collective, social, business and state costs of work accidents (FERREIRA, 2011, p. 69).

For investigation in this area of knowledge, this research was structured in two axes: Quality of Working Life and Occupational Stress. This division in two axes is justified by the understanding that a descriptive approach could be demonstrated for each of these two aspects, according to theories which approach the topics: Quality of Working Life (QWL) and Occupational Stress.

For the description of Axis 1, Quality of Working Life (QWL), researches by authors like Walton, Rodrigues, Limongi-França, Ferreira, Paiva and Sampaio, among others, were consulted and used to compose the theoretical framework of this article. Through their research, it was possible to understand the working context in the organizations and how it impacts the quality of life at work.

This research had its limit circumscribed to the federal educational organizations in Rio de Janeiro. Some approaches from the psychosocial spheres will also be presented. According to Limongi-França (2012), QWL is associated with worker's health in the biopsychosocial spheres, which are divided into three dimensions: a) biological, which is concerned with the physical, inherited and acquired characteristics, as well as the control of how workers perform their tasks; b) the psychological, which is synthesized by self-esteem and recognition, as well as in freedom to make decisions; and c) social, which, through shared beliefs and values, support social and economic conditions, providing communication, both vertically and horizontally.

In the 1970s, Walton (1973) conceived the term quality of life, which, for him, has been used to describe certain environmental and human values neglected until then by industrial societies. As a result of technological advances, productivity and economic growth, there was an exploitation of the worker, who was taken to the maximum of their physical exhaustion, resulting in fatigue¹.

As effect of technological advances and rapid organizations growth, the World Health Organization (WHO, 2010) believes that a healthy work environment can help workers and managers to collaborate concerning continuous improvement, promoting well-being², sustainability, health, in addition to establishing a healthy physical environment, which will privilege the individual psychosocial context, composed of their families and the community where the company is inserted.

Limongi-França (2007, p. 167) corroborates this idea and affirms that, from the point of view of people, "quality of life is the perception of well-being, based on individual and human needs, with the formation of a healthy environment, responsible for raising life expectancy." At work, quality of life represents the need to value human conditions and care for the physical environment, from the infrastructure to the revision of work processes.

In the field of worker's health, the psychosocial risks mentioned can be associated with accidents that occur directly or indirectly under the influence of dangerous conditions in the exercise of their function. Threats affecting the worker such as insomnia, depression, anxiety, irritability can be planned and studied to rethink the parameters of work organization (WHO, 2010).

Regarding the world of work, the Human Development Report of Brazil (UNDP, 2015) emphasizes the importance of establishing strategies favoring worker's well-being. Thus, it proposes an agenda of actions under the three-pronged bias: New Social Contract - between government, civil entities and private sectors, in the formulation of policies; a Global Agreement - ensuring the rights and benefits of individuals globally; and a Decent Work Agenda - guaranteeing human dignity, satisfaction, equality and personal and professional fulfillment.

From this point of view, it is understood that organizations search for professionals who adapt to the demands of the world of contemporary work and the competitive market. Hence, QWL gains a space as an inherent aspect of the competitiveness process, associated with workers' well-being in the institution (LIMONGI-FRANÇA, 2007).

Axis 2 focuses research on the study of occupational stress. It is understood that the acceleration for the search and meeting of new products, markets and processes trigger stress at work³. In order to understand the theme and the theories, we have chosen theorists and researchers of the area, such as Cooper, Couto, Hinkle, Limongi-França, Morin, Paiva, Vilas Boas, Zanelli and Zille Pereira, among others, who posed questions on worker's behavior, observing its causes and proposals on how to keep them in a more "healthy" environment and, therefore, giving meaning to new forms of management and more adequate adaptations.

Karasek (1979, p. 287) proposes a structure model at work and states that this "model postulates that psychological stress does not result from a single aspect of the work environment but from the joint effects of demands on situations in the workplace." As for the impact of stress on personal life, the model of Vilas Boas and Morin (2016) is highlighted.

¹In accordance with Limongi-França (2012, p. 100), it is a physical and mental state, resulting from prolonged or repeated effort which will have repercussions on various structures of the organism, provoking multiple changes of functions, leading to a decrease in performance at work, both quantitative and qualitative.

²Ketchum and Trist (1992, apud VILAS BOAS and MORIM, 2016, p. 274) defined "quality of life at work as the general state of well-being at work".

³Considering that occupational stress and stress, according to Marras and Veloso, have the same representativeness in the discussion of the theme when they affirm that "occupational or professional stress is configured when the origin of the stressors is eminently coming from the workspace or resulting from activities carried out in that environment" (MARRAS and VELOSO, 2012, p.20).

According to Cooper (1976, p. 1), "there is increasing evidence of studies in experimental laboratories and in the workplace, which suggest that occupational stress is a triggering factor of these diseases," highlighted by the WHO (2010). Faced with this assertion, it is believed that stress has been one of the diseases which has mainly affected professionals in their workplaces, especially teachers - subjects of this research.

Before the exposed fact, this study seeks to investigate Quality of Working Life and Occupational Stress based on the analysis of interviews conducted with teachers who work in higher education at a federal public institution in Rio de Janeiro.

Thus, the research question is: How does occupational stress affect the quality of life at work, from the point of view of higher education teachers from a federal public education institution in Rio de Janeiro?

To respond to the problem, this research will be based on the models proposed by Walton (1973) and Cooper (1988). The choice of these two theoretical models was based on the understanding that Quality of Life at Work is not dissociated from stress. Thus, the research will correlate the studies of these two theorists, proposing an analysis of their models. Hence, for its accomplishment, they will be related to the following areas of knowledge: psychology, sociology and administration.

The justification for this academic research is consistent with Castro's (1977) conception, by showing that the relevance of a theme occurs through three central aspects: originality, importance and viability. The choice of higher education teachers of the federal educational network as subjects of the research started, in principle, by the practice of the researcher in teaching. It is understood that this singularity: one exercising the same function, at the same level of education, will contribute to the development of the research, since there is an interested party to understand and continuously raise data and facts to make the relationship of work with teachers' quality of life possible, noting how stress impacts this dimension.

This research, therefore, aimed to analyze the relationship between occupational stress and quality of life at work, from the point of view of higher education teachers. So as to reach this general objective, we sought to: identify the dimensions of occupational stress which cause (lack of) Quality of Working Life.

According to Vilas Boas and Morin (2015), understanding the Quality of Life at Work and the impacts which lead to teachers' malaise constitute a challenge, but brings benefits to workers and society.

Therefore, we can suppose the presence of a "delicate moment in the world of work, characterized by rapid changes having consequences for people, with excess of concern with the profession" (PAIVA, 2005, 145). Thus, changes in work settings result in increased psychological pressure on workers. And, in this paper, aspects that specifically affect teachers of higher education are verified.

For the development of this study, a bibliographical data survey was carried out in the areas of Quality of Working Life and Occupational Stress and teaching, as well as the application of semi-structured interviews with teachers working in higher education, at a federal public education institution, in Rio de Janeiro, in their workplaces. Such an approach allows identifying the dimensions of QWL and Stress from the professors' point of view.

2. METHODOLOGY

This exploratory and descriptive research is constituted under a qualitative nature, whose objective is to have an understanding of QWL and stress in university professors, exercising the ability to put oneself in the other's place, considering that human beings have the ability of exercising this understanding, taking into account the subjectivity and singularity of the individual (MINAYO, 2012, p. 622-23). This kind of qualitative analysis is the basis of the theoretical-empirical knowledge.

"Qualitative research responds to aspects of reality which are not statistically quantifiable. The characteristic is to provide the researcher with knowledge on the theme, being more appropriate for the early stages of the investigation." (SOUZA, 2014 p. 131)

In order to understand how occupational stress impacts the professors' QWL, we sought to establish two research phases, which complement each other, through data intersection, which achieves the objectives. These phases were carried out in different periods. There was, therefore, a planned hierarchy.

In the first phase, the following procedures were designed: a) Systematic review. According to Lakatos & Marconi (2010, p.28), it means "choice of theme, elaboration of the work plan, identification (authors on the topic), annotations, analysis and interpretation". b) Regarding field research: choosing the location and the subjects of the research; c) Finally, conducting the pilot research, whose objective was "to make a preliminary survey of the data collection, through interviews, so as to observe the reaction of the subjects chosen in the research", when the questions were asked (CASTRO, 1978, p.81).

2.1 The Pilot Research

The teachers of the federal network were chosen, *a priori*, by the proximity to the researcher in her field of action. It facilitates the first moment some researches show: a distancing and the lack of credibility of how

data will be treated and the mistrust of how the responses will reverberate in the environment where the subjects are.

With the main objective of improving discoveries, the selection obeyed the following criteria:

1. Sending e-mail to teachers who had already reported some type of "discomfort" in the workplace, indicated by other professionals who also work in the institution;
2. Waiting for the professors' acceptance;
3. Verification of their availability for the interviews, on the days and times proposed;
4. Selection of the criteria: gender, differentiated ages, with and without children, with experience in higher education;
5. Filter by time, considering their work for more than five years in the function;
6. *Campus* location – "Southern Rio de Janeiro"; a professor who teaches or has taught in higher education courses.

For the research pilot, semi-structured interviews were conducted. The professors chose the location of the interview. Before the beginning of the research, two terms were presented (Consent and Clarification Term and Reliability Term). After reading the terms, the interviewees read and signed.

Five professors were interviewed: two men and three women, while acknowledging that for a pilot study, only one interview would be enough to experience the time, reciprocity, reliability, terms of the questions (understanding) and the researcher-interviewer's posture. The chosen ones are professors of the areas of management, mathematics, language and economy.

It should be emphasized that the five interviews are part of the first phase of the qualitative research. Below is the profile of each professor who answered the interview:

- E1** - aged 52, three children, married, has been teaching for 15 years, 5 of them in the institution. Administrator, Doctorate in Mathematics Education, working in undergraduate courses: Bachelor of Arts in Cultural Production; Technologist of Industrial Production Management and Bachelor of Chemistry.
- E2** - aged 37, single, no children, has been teaching for 10 years, 10 months working in the institution. Graduated in Mathematics, with master's degree in Mechanical Engineering. She works in the Technologist course of Industrial Production Management.
- E3** - aged 59, divorced, no children, has been teaching for 37 years and a half, 22 years in the institution. Graduated in Industrial Design and Mathematics. Doctorate in Mathematics Education. She works in the Physics and Mathematics undergraduate courses.
- E4** - aged 37, married, without children, has been teaching for 10 years and has been in the institution for 10 months. Economist, doctoral student in Production Engineering. He works in the bachelor's degree in Cultural Production.
- E5** - aged 32, single, no children, has been teaching for 9 years, has been in the Institution for 10 months. Graduated in English and Portuguese, he holds a PhD in Applied Linguistics and works in undergraduate courses.

To meet the proposed objectives, we sought to use a research instrument, with semi-structured interviews made up of 10 (ten) questions, about demographic and professional survey and 18 (eighteen) open-ended questions. After the demographic survey, the researcher asked respondents to report an event in which they had experienced stress, within the workplace. Answers have emerged which have led to new inquiries and perhaps proposals for altering or complementing the models used.

The location was perceived as a facilitator for the answers to flow more clearly. Another detail observed was regarding the issue of sex: women answered in more details than the men interviewed, as they sought to give details about understanding the proposed questions.

It is evidenced that the type of research carried out has a social character that seeks to "understand (exercise the ability to put oneself in the other's place); interpret (elaborate possibilities projected by what is understood); and dialect" (MINAYO, 2012, p.622).

The analysis used in this academic work is the Content Analysis of Bardin (1977). According to Bauer (2002, p.190): "content analysis is only a method of text analysis developed within the empirical social sciences".

In this perspective, Oliveira (2008, p. 573) proposes that, when analyzing the content in a qualitative way, certain criteria must be respected: "completeness (exhaustion of the entire text); homogeneity (separation of themes to be worked on); objectivity (coding the results); and adequacy (to the objectives of the study)". Thus, it is perceived that the Content Analysis requires a closer look of the researcher at the unspoken, but expressed between the lines. It denotes taking into account the investigator's ability to conduct interviews as well as knowing how to deal with adverse situations.

3. RESULTS AND RELATIONS WITH THE MODELS: STRESS AND QWL.

The interview was conducted with higher education professors, in a period of approximately two months. The concern was to facilitate the answers and to provide an environment in which the teachers could,

in a spontaneous and relaxed way, answer the questions. One objective would be to enable the researcher to identify, in the course of the interviews, questions that lead to the knowledge of new categories presented by the professors themselves.

The proposed models were based on the dimensions of Walton, highlighting the categories: working conditions; physical space, journey and workload; interpersonal relationship; growth and participation; valuation and recognition. As for Cooper et al., they emphasize the following categories: source of pressure, coping strategies and outcomes for the individual.

The interviewees revealed to feel uneasy about the research. It was noticed that the inquiries, even if not verbal, but expressive, showed doubts about what the researchers actually wanted with the interview. Will our names be addressed to peers? What is it for? Will someone or some sector do or already does something about situations which (dis) favor the work of a professor? In short, this disturbance denotes what the work environment causes in the worker: insecurity, resistance and distrust.

Female professors reacted more forcefully. They were less objective, reluctant, but at the same time willing to outsource their anguish. They demonstrated a concern that they had never had the opportunity to discuss or address the situation. Male professors showed more objectivity. They did not dwell on the issues and spoke without rhetoric. Their interview time was shorter; it took an average of 30 minutes.

They always feel "backward" with the content of the subject they teach. They attribute it, mostly, to their own guilt. They feel "incompetent." Their production is demanded, as well as their research, articles and others, especially to teach in the post-graduate courses, but little is offered. Three of the professors said they were more "relieved". They have fewer students per class, which favors the development of their work. The greatest demand is for quality, creativity and personalized service, since a federal institution requires more quality and research.

Two of the professors enjoy full classes. However, it entails less quality and impact on the outcome of educational indicators. Some places do not provide security. Teaching the night shift brings insecurity, fear and stress. They cannot complain and they conform to it as they feel grateful to be in a federal sphere. They claim that some of the managers feel as though they own the institution, as if it were a private patrimony and, therefore, there is no participation in the decisions. It drives away interpersonal relationships. There is a certain "fear" in speaking what one thinks about other teachers. There are few environments for study, research. Those that exist are not equipped with physical conditions for occupation for a longer time, such as illumination, temperature. There is often an unhealthy environment.

3.1. Categories and subcategories arising from interviews such as teachers

Table 1 presents the categories and subcategories found in the field research, based on the institution teachers' discourse. In order to refine the research data, 4 categories and 18 subcategories were found in the interviews, arranged as follows.

Table 1: Categories and subcategories from interviews with professors

CATEGORIES	SUBCATEGORIES
LEADERSHIP	Lack of respect and transparency in attitudes; Poor distribution of tasks; Work overload; Conflicts of roles.
WORKING CONDITIONS	Air-conditioning
PERSONAL AND FAMILY LIFE	Sadness; Depression; Stress; Isolation and alienation of people; Taking work home; Sexual life.
HIGH VIOLENCE RATE IN SURROUNDING AREAS	Insecurity; Fear.

Source: Interview data - Elaborated by the researcher

3.2. Walton Model - QWL

The first open question referred to the meaning of QWL. It was noticed that, for the female teachers, the conception of QWL was related to the following points: satisfaction, joy, being well with the community, feeling good and happiness. According to interviewee E1's speech:

Quality impresses energy, joy, happiness on the individual and, when they do not exist, relationships are shaken and end up dying. Quality of life generates satisfaction and gives joy. Today I can say that I feel good. I feel happy. (Interviewee 1).

However, for the male teachers, the highlights were: physical working conditions, having an adequate workload, and an insalubrity-free environment.

It is pointed out that, for female professors, the meaning of QWL was related to psychological well-being, inside and outside the occupational environment. However, male professors demonstrated a greater concern with biological and physical states.

Another question pointed out by all interviewees was the issue of "leadership" as a facilitator of well-being as well as malaise, consequently QWL and also occupational stress - a factor not presented by Walton (1973).

The working conditions presented to all the interviewees the subcategory "cooling", which produces effects such as: irritability, nervousness, allergy", which lead to increased stress and to the psychosocial effects described by Limongi-França (1996, 2012) - another category does not evidenced by Walton.

Regarding fair and adequate compensation, the opportunity to develop human capacity and professional growth, the teachers were unanimous in saying that the institution is a place that provides fair remuneration and benefits, which allow a better quality of life, just as it offers professional development, stimulation of research, congresses, events and the incentive to increase knowledge. They are highlighted by Walton as positive elements and stimulators to obtain quality of life at work.

All the professors mentioned that they feel safe for working in a federal public institution of education and feel proud to have achieved a certain social relevance. It is believed that this feeling is reinforced by the fact that it is a federal public service.

As for interpersonal relationship, the answers were different among *campi*. The teachers of *campus C* showed the excellent relationship between the work teams: pedagogical, administrative and teachers. However, on *Campus B*, the interviewees mentioned that there is a lot of individualism and the formation of cliques among peers. Interviewee 2, when asked: "Do you consider that there is equality in the organization and good relationship with colleagues and superiors?" She emphasized that:

It's a difficult question. In a larger group we form smaller groups, by affinity, disciplines, behaviors, personal life. We have a good professional relationship. We respect each other. Of course, respect does not mean there is no discussion. (Interviewee 2)

With regard to rest, workers' rights, privacy, freedom of expression and time, all stated that the educational institution follows the Federal Law of civil servants.

As for the balance "personal and family life", two answers were primordial. Interviewee 3 points out that after an assault suffered on campus there have been outbreaks of fear, sometimes severe headaches. Interviewee 1 (E1) says that the work overload teachers take home ultimately affects their family relationships. However, the other interviewees said that it does not affect their relationships because they know how to separate professional life from personal life.

3.3 Cooper's Model

Regarding occupational stress, data were worrisome, especially the facts reported by interviewees E1 and E3. However, the other teachers highlighted other stressors, causing strong symptoms of occupational stress. During the interview, interviewees E1 and E3 were asked to report a fact that had occurred revealing occupational stress, with effects on QWL, as highlighted below:

E1 - I have had stress in more than one situation. (...) I was on sick leave. When I returned, even though I was on medical leave, the teachers were replacing the classes on the strike calendar. I was asked by the director of education, by email, Friday at 8 am, that I was scheduled for Saturday to teach a spare class. I replied by e-mail that I had another arrangement and that I would not have time to retake it. I told her I would talk to the students about a replacement. To my astonishment, when I arrived at work she reported to me with the following speech: "you are an irresponsible one. I won't pay for your day." That made me very upset. (campus of southern Rio de Janeiro, transferred to Campus A).

E1 - Another time, it may seem silly: it was Easter time, the same director came into the teachers' room and distributed chocolate to everyone, except me. It's not because of the candy, as there's no need. But I realized that she excluded me. (long silence). (Interviewee E1)

These reports show that the work environment can be a stressor. Winter (2012, p 133) "believes that it is necessary to invest in prevention strategy. There is need for a professional team psychologist to ensure academic quality of life."

Another fact related to environmental conditions was cited by interviewee E3:

I will never forget the 28th of October. After a lecture on campus, we were leaving in three cars. I was with other three teachers, who were taking a lift, and there were other cars with teachers and the director. The front gate was open when a car closed the driveway and five heavily armed boys entered and carried all our

belongings. At that moment I was in shock. Going back to the campus was difficult, I'm still overcoming it. How do I feel? Always alert, in fear, I drive with the car windows closed and, sometimes, I need to take medicine to sleep (Interviewee E3).

Regarding the relationship with the boss, teacher E3 affirms that the direction was primordial for her return, because they understood the moment by which she went through. As for the ambiguity of roles, organizational politics, frustrations, all the interviewees affirmed these are factors in the institution which do not cause stress, since there are no problems in this sense.

Respondents stated that the organizational atmosphere is a stressor. In *Campus C*, the atmosphere is one of warmth and kindness. However, in another *campus*, interviewee E2 reports a situation in which she experienced a very stressful environment.

There was an election moment that left me very stressed. There were two competing slates. What bothered me was the lack of respect from one slate to another. It did cause stress, including administrative staff. A lot of gossip, hearsay. The most discreet one won. (Interviewee E2).

Two last questions were asked: "Are there any other stressors in your work that have not been enhanced above?" And "Do you consider that occupational stress influences your quality of life at work?"

The team of teachers E1, E2, E3, E4 and E5 considered that occupational stress influences QWL. However, when referring to other stress facts, respondent 1 (E1) reported having symptoms of depression or near exhaustion.

I used to travel almost two hours to get to the campus where I worked before. One day, going back home, there was a very heavy traffic jam, I did not know what was happening. I started calling my husband asking him to get to know if there was any news on the television, the internet, but I had no return. The hours did not pass, and I began to cry and scream without stopping. I wanted to get home.

I gave up many things and I isolated myself. I stopped being in evidence, I stopped talking to some people. I noticed that in that place (Campus Southern Rio de Janeiro) people began to move away from me. I was going to ask for an exemption. Removal to Campus A was my salvation. I never went back to campus. I can't.

I still have to stay in my house. I avoid closeness. I got apprehensive. We work with people. If the leader chose this role he can either bring development or end. Thank God I have family (crying). I have friends. I recognize that I need help. Otherwise I would not be so upset about this interview.

This research highlighted some important facts that should be studied and which were not mentioned by the proposed methods, such as the question of gender, leadership, and effects of stress on the relationship of a couple, which can be disastrous. In questioning E1 if her personal life and marital relationship were affected, she said:

It affected my love life, conjugal and even sexual relationship. You feel the worst of human beings. I feel guilty, that campus shook me a lot.

4. CONCLUSIONS

It is important to emphasize that in the preliminary analysis of this study the seven dimensions of Walton were found, proving the applicability of the model. However, three other categories were identified: leadership; personal and family life and violence, which emphasizes the importance of continuing the study on QWL factors. In Cooper's model, the following sources of pressure were confirmed: intrinsic pressure at work; interpersonal relationship.

As it is a preliminary study, it was observed that there is much to be learned about the theme. During the interviews, factors such as time, number of students, relationships with management and conflict management were listed as categories that should be addressed. Respondents certainly need to be listened to and attended to whenever possible. Nevertheless, they do not know how to listen and put themselves in the place of others. There is more dispute than solidarity among federal professors.

In Walton's model, aspects related to material rewards and human development were positively highlighted by teachers. However, other dimensions were found, which were not included in the model, such as leadership, which appeared in all interviews. Thus, teachers emphasize that the lack of leadership, mainly because it is a public service, directly affects the performance of work. Two professors spoke about depression and sadness as a result of the stress caused in the workplace due to lack of management or omission. Therefore, it is highlighted that occupational stress has been one of the factors that brings more physical and psychological diseases, which affects Quality of Working Life (QWL). Finally, we highlight that the models of QWL and stress, although important, do not always account for all the aspects experienced by the individuals, in relation to the stressors of work and also in relation to their quality of life at work. It is suggested, therefore, that other studies deepen the complex relationship between stress and its impacts on the quality of life of Brazilian federal teachers.

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