

Quality of Life at Work: The Perception of Administrative Technicians in Education at the Federal Institute of Amazonas

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Abstract: The objective of this study is to know the perception of the Administrative Technicians in Education (TAEs) of the Federal Institute of Education, Science and Technology of Amazonas - Campus Manaus Centro about the quality of life at work (QWL), in order to present the relevance of carrying out a diagnosis of the environment in order to investigate whether the conditions offered by IFAM CMC are meeting the expectations and needs of its employees. The methodology of this study was based on a qualitative-quantitative study, in which it was carried out through a closed questionnaire and focus group as data collection instruments. As for the procedures, bibliographic research based on literary works of books and scientific articles was used. In addition, the Survey strategy was used, in which specific information is requested from a group of people to understand their behavior. Thus, it is concluded that several aspects can influence and provide a healthy, safe work environment that is satisfactory from the perspective of quality. Achieving these results is as important as understanding the perception of those who perform the work, so the promotion of a positive organizational climate, the appreciation and recognition of the work done, among other factors that contribute to well-being and happiness must be implemented in order to facilitate the achievement of goals set by organizations. The search for QWL in this sense is of fundamental importance for increasing productivity, in addition to reflecting positively on the organization's image, especially nowadays where competitiveness is increasingly present. After the research carried out to prepare this dissertation and in order to know the perception of the Administrative Technicians in Education (TAEs) of the Federal Institute of Education, Science and Technology of Amazonas - Campus Manaus Centro about QWL, it was identified that several factors can directly impact QWL, especially in the context of educational institutions.

Keywords: Analysis. Perception. Quality of Life at Work (QWL).

1. INTRODUCTION

In a general context, QWL is said to be one of the new challenges faced by contemporary administration. This issue has a direct impact on people's lives and, therefore, on the results of organizations (Oliveira, et al., 2013). Intensifying competition has been producing in these spaces and especially on workers direct impacts associated with physical and mental health, which consequently changes the expectations of these individuals, their way of working, their work environment and even their social relationships (Ferreira, 2015).

There is no single concept on the topic in the context of scientific dissemination, with several definitions being addressed that range from health care and worker safety to areas related to social activities and motivation of an organization's employees. Despite the broad scope of this topic, it can be said that the concept of QWL and all its specificities are summarized in well-being practices that meet and enable the desires and needs of employees in their field of work (Limongi- França, 2004).

With technological evolution and increased competitiveness among companies to remain in the market, a change in the performance of managers not only in private institutions but also in public bodies is more easily perceived, demanding more efficiency and greater productivity from workers in a short time.

For Chanlat (2002), the challenges faced, primarily by private companies, already affect the public sector, with a new form of management being observed that seeks excellence and results. Amid the pressures suffered due to the need to adapt to new forms of management, people need to be

increasingly resilient.

In public institutions, despite there being financial stability, absence of threats related to customers and market competition, the development of activities has moved from the monotonous and repetitive modality to a challenging model that requires modern, flexible and professional tasks. It is at this challenging time that health begins to show signs of physical and mental weakness and interfere with people's relationships (Limongi-França; Rodrigues, 2005).

For most people, work occupies a very important space in their lives, and it is the place where they spend a large part of their time dedicating themselves and selling their work. A work routine can become exhausting from the moment that the environments and functions performed become unbalanced, such as long hours in the same position, incorrect postures, excessive demands related to goals, accumulation of activities, stress and even difficulties in interpersonal relationships.

All of these factors can affect the worker's physical and mental health and thus compromise their well-being, potentially interfering with the quality of their performance and the results of the services offered by the organization in which they work. Regarding the importance of QWL, it is highlighted that it resides mainly in the time spent in the work environment, with a workload of around 8 hours a day that can directly affect the actions developed (Conte, 2003).

2. RESEARCH PROBLEM AND OBJECTIVE

In the Brazilian public sphere, the Federal Institutes of Science and Technology Education (IFs) are a type of Higher Education Institution, basic and professional, responsible for offering professional and technological education in different teaching modalities and training professionals in the most different areas of knowledge.

Among the employees who make it possible to carry out activities within the FIs are the Administrative Technicians in Education, configured as categories that perform specific functions, such as evaluation and coordination of projects, enabling actions within the institution's spaces, facilitation of communication processes with internal and external audiences and control and assistance to other departments.

A work routine can become exhausting from the moment that the environments and functions performed become unbalanced, such as long hours in the same position, incorrect postures, excessive demands related to goals, accumulation of activities, stress and even difficulties in interpersonal relationships.

For people to feel motivated and have the opportunity to develop their creativity with satisfaction, they need the organization to provide a space that promotes their physical and mental well-being.

3. THEORETICAL FOUNDATION

3.1. Quality of Life at Work

To understand the meaning of QWL, it is necessary, in the first instance, to identify the concept of quality of life. It is understood as "the individual's perception and their insertion in life, in the context of the culture and value systems in which they live and in relation to their objectives, expectations, standards and concerns" (WHOQOL, 1998, p.551). In order to achieve this quality of life, a set of aspects, such as physical, mental, psychological and emotional, as well as social relationships, which involve family, friends and work, are extremely important.

In a historical context, it is considered that the work carried out by man began to have its due changes, based on the teachings of Euclid of Alexandria (300 BC). These premises of the need to improve work began to be discussed more concretely following the Law of Levers, which made it possible to reduce the physical effort of many workers at the time (Vasconcelos, 2001).

The term QWL has been widely discussed in recent times, mainly due to the changes that have occurred in man's relationship with the work environment and the ways of working. Interest in the topic is not recent and there are records related to research carried out by psychologist Elton Mayo, in 1927, which already showed that the social behavior of workers could directly influence labor productivity (Cavalcante et al., 2017; Limongi-França; Arellano, 2010).

Research on QWL is being developed and Ferreira, Alves and Tostes (2009) argue that this interest in

QWL has been based mainly on three guidelines, being social, a direct relationship between work and other spheres of the taxpayer's life, organizational development that seeks to add QWL as a way of mitigating the impacts caused by the inadequate pace of work in the modern world and under academic guidelines, which can infer important reflections with regard to work sciences, which would be essential for the evolution of QWL in various areas such as health and education.

The understanding of well-being at work began in 1950, with studies developed by Eric Trist and collaborators in which the organization of the labor market was determined by the product of two sets of factors, social and technical, originating the sociotechnical approach (Fernandes, 1996).

The 1960s were marked by demands from North American workers and these demands were related to the functioning of organizations within society. Concern then arises with both productivity and worker satisfaction, continuing the development of studies involving QWL (Rodrigues, 2016).

In the 1970s, the first movements began to take place in organizations involving basic QWL programs and policies, influenced by the management models adopted by the Japanese. In the 1990s and 2000s, “constant political, economic, social and technological changes made the context highly dynamic and unstable” (Rodrigues, 2016, p. 28).

With the gradual growth of QWL, the characteristics that were previously essentially operational and regulatory were transformed into strategic corporate actions, requiring new skills from professionals involved with the topic, conducted by internal staff and third parties, which could also be shared (Limongi-França, 2004).

To understand the historical scenario in which interest in QWL arose, it is also important to highlight how this topic influenced the actions of working managers and researchers, highlighting some changes that occurred in the corporate world, such as legal norms; changes in the profile of the organizations themselves, high investment in technologies and organizational management (Fernandes, 1996).

Over the years, several researchers have dedicated themselves to studying and developing models that seek to evaluate QWL from different aspects, and some of them are part of a select group of references related to QWL. Its models and theories are widely cited in scientific literature and are considered, at the same time, classic and modern models. Among these, authors from international and national literature stand out, such as: Walton (1973); Hackman and Oldham (1975); Westley (1979); Huse and Cummings (1985); Limongi França (1996), respectively.

Table 1. Repository of works on QWL assessment.

Model	Dimensions
Walton (1973)	1) Fair and adequate compensation; 2) Safe and healthy working conditions; 3) Immediate opportunities to develop and use human capabilities; 4) Future opportunities for continued growth; 5) Social integration in the organization; 6) Constitutionalism in the organization; 7) Work and total space in life; 8) Social relevance of work.
Hackman and Oldhan (1975)	1.) Skill Variety; 2) Task Identity; 3) Meaning of the Task; 4) Interrelationship; 5) Autonomy; 6) Feedback
Westley (1979)	1) Economic factors; 2) Political Factors; 3) Psychological factors; 4) Sociological factors.
Huse and Cummings (1985)	1) Worker participation; 2) Job design; 3) Innovation in the rewards system; 4) Improvement in the work environment;
LimongiFrance (1996)	1) Biological domain; 3) Psychological domain; 4) Social domain; 5) Organizational domain;

Source: prepared by the author (2024).

3.2. QWL in the Public Service

In recent years, the public sector has become an essential space for the intervention of research related to health and work, with the view that the illness of public servants could be associated with factors such as the functioning of services themselves and difficult working conditions. Many studies have been and are being carried out with the purpose of identifying the importance of QWL in order to mitigate the impacts and physical and mental illness of these workers (Jackson Filho, 2015).

As described by Cavalcante et. al (2017), the public sector went through a long process of reconfiguring the role of organizations to meet the demands of society, agents and policies in the face of innovation and the term innovate refers to the development of actions through effective changes through the new, but not necessarily technological.

With regard to the characteristics of the public sector and its relationship with QWL, Damasceno and Alexandre (2012) observe that in this context there are conflicts that occur in routine, sometimes due to lack of preparation of managers or persecution of a specific individual. The lack of preparation of these managers comes mainly from the culture of leadership election, which is almost always done by appointment and not by competence, qualification, technical preparation or merit.

There is an excessive demand in the public sector for resolving demands, which poses many weaknesses and a lack of public policies that start to include QWL as a fundamental element for better results and even for health, well-being and quality of life within the work environment are becoming increasingly indispensable (Klein; Pereira; Lemos, 2019).

There is a way to identify the different characteristics that are associated with the nature of the public sphere, making them significant for greater attention and even for new discussions regarding QWL within the public sphere. With the development of the capitalist world, many organizations took shape in the modern world and are dominant to this day, therefore, social roles, norms, control, discipline, power, hierarchies were created, aiming at the growth and development of the State (Klein, Pereira, Lemos, 2019).

From the perspective of work with favorable conditions, Ferreira (2015) highlights some points that must be taken into consideration to identify the possibilities of work that can be changed or that is in fact aligned with QWL and well-being at work, among them organizational support, raw materials, physical space including the working climate among the team, remuneration, training and benefits, the organization of work individually and collectively, recognition and professional growth and the work-social life relationship.

The development of organizations is guided by different perspectives and understanding the role of workers in this sense of progress and stability is fundamental to understanding that the production process can only occur effectively when there is an investment not only in technical issues, but also in people involved (Klein et al., 2017).

4. METHODOLOGY

4.1. Search Type

The research is classified as applied, qualitative and quantitative, with the contribution of a closed questionnaire and a focus group as data collection instruments. For Prodanov and Freitas (2013), applied research aims to produce knowledge aimed at solutions to specific problems, with practical applications in a given situation.

Quantitative research translates information into numbers and, through statistical techniques, this information is classified and analyzed. It is a form of approach used in various research, mainly when seeking to analyze the interaction of variables, understand processes experienced by social groups and contribute to the process of change, behavior and attitudes of individuals (Prodanov; Freitas, 2013).

As for the objectives, the research will be descriptive. In descriptive research, the characteristics of a given population are described where data are observed, recorded, analyzed, classified and interpreted, without the researcher interfering with them. They are usually carried out by social researchers concerned with practical action. (Prodanov; Freitas, 2013).

As for the procedures, bibliographical research was used based on material that mainly includes books and scientific articles. Furthermore, a survey strategy was used, in which specific information is requested from a group of people to understand their behavior. Field research was also carried out, in which the study delves into the proposed questions, using more observation techniques than questioning (Gil, 2008).

Field research aims to collect information related to an existing problem for which a solution is sought, the proof of hypotheses, or even the discovery of new phenomena and their relationships. To

do this, it is necessary, firstly, to carry out bibliographical research in order to learn about the subject, learn about work carried out addressing the topic, in addition to the prevailing opinions on the topic. Secondly, a theoretical model is established to be used in the general research plan (Prodanov; Freitas, 2013).

4.2. Study Setting

The Federal Institute of Education, Science and Technology of Amazonas – IFAM is an educational institution belonging to the Brazilian Federal Network of Professional and Technological Education. With the mission of promoting excellent education through teaching, research, extension and technological innovation, on December 29, 2008, Decree Law No. 11,892 was sanctioned, creating thirty-eight Federal Institutes of Education, Science and Technology in Brazil.

In a process that is constantly updated, IFAM has a Rectory and seventeen campuses, responsible for providing quality professional education to all regions of the State of Amazonas. In the city of Manaus there are three campuses that have existed since their creation, including the Manaus Centro Campus (CMC), the location chosen for the development of the study.

4.3. Sample

The sample considered in the research is made up of 109 technical administrative employees working at the Federal Institute of Amazonas, occupying different positions, including elementary, secondary and higher education levels.

4.4. Instruments and Procedures for Data Collection

The data collection instrument used was a structured questionnaire with reference to the research carried out by Andrade (2016), used in its original form, focused on the BPSO model.

The BPSO questionnaire model is divided into two parts, the first being related to workers' perception considering the dimensions of the model adopted. The aforementioned model has variables divided into the four aspects/indicators of the approach, called biological, psychological, social and organizational. Part two was intended to collect sociodemographic data from the participants, containing information such as gender, age, education, working time and daily workload at the institution.

The BPSO model described above was used to determine satisfaction in relation to quality of life at work among administrative technicians in education at the Instituto Federal do Amazonas Campus CMC, through a questionnaire with indicators grouped according to each domain described. For each question, the degree of satisfaction was assessed using a Likert scale from 1 to 7 points. The option NT = The action does not exist in the Institution or Does not apply was also an option that could be selected for each variable on the scale.

Given technological progress and the expansion of participants' reach via the internet, the questionnaire was distributed to all participants with the help of the Google Forms tool. Contact with participants was carried out via email containing an invitation to participate in the research, the questionnaire, in addition to the Free and Informed Consent Form (TCLE) with explanations about the study, research objectives and guarantee of confidentiality related to the data that includes participant identification.

For the qualitative stage of the research, the focus group technique stands out as an instrument for achieving the desired results. Regarding this procedure, Kind (2004) mentions that the researcher in a qualitative research has direct contact with the problem raised, and that, among the different ways of collecting information, there is the focus group, which aims to bring together a certain group to obtain a variety of information and reports that can corroborate the work.

4.5. Ethical Considerations

The study was carried out in accordance with bioethics standards, as established in Resolution No. 466/12, which addresses research involving human beings. Before being carried out, the research was authorized by IFAM/CMC and approved by the Ethics and Research Committee of Plataforma Brasil. Participants were informed and consented through the Free and Informed Consent Form (TCLE).

5. RESULTS ANALYSIS

For the analysis of quantitative data, simple descriptive statistics were adopted, using *Microsoft Excel* software for organizing, measuring and carrying out the desired tests. With the data tabulated, a descriptive analysis of the respondents' characterization variables was first carried out using average and percentage values in order to obtain the sample profile and, finally, the qualitative analysis of the responses obtained through the focus group.

The focus group analysis was carried out based on Bardin's proposals (1977), which suggests a series of points to be considered from the initial analysis to data processing. For Bardin, analysis, exploration of the material and processing of data are fundamental to understanding the research. The use of a pre-analysis stands out, which consisted of organizing, reading and re-reading the collected material, exploring the material with the aim of identifying central ideas and points relevant to the research, and interpretation.

Of the total of 109 technicians who responded to the survey, the average was 45 years old. When analyzing gender, the majority are female with 51.4%, and an average age of 45 years. While for males, the prevalence was 48.6% and an average of 46 years of age. In relation to marital status, it is observed that 53.2% stated that they were married or in a stable union, while 33.9% declared that they were single. Furthermore, 7.3% mentioned being divorced and 5.5% chose the "other" option for this question. These data reveal the diversity of family situations present in today's society.

Regarding the salary range, it was found that the values are concentrated above R\$4,101.00 in greater quantities, followed by R\$2,401.00 to 4,100.00, R\$1,901.00 to R\$2,400.00 and R\$1,601.00 to 1,900.00. For education, no significant difference was observed in the different sectors described where the percentage is concentrated in specialization and master's degrees.

In a general evaluation, the results of the questionnaire were presented according to the percentages of responses for each item evaluated.

Table2. Percentage (%) of quality of life at work in relation to the 32 aspects evaluated.

ASPECTS EVALUATED	NT	1	2	3	4	5	6	7
BIOLOGICAL	22%	14%	9%	8%	16%	10%	10%	11%
1.1 Lectures and events that promote health at work	8%	13%	14%	11%	20%	10%	11%	13%
1.2 Actions that promote the control of ergonomic and environmental risks	29%	24%	10%	12%	12%	3%	5%	6%
1.3 Responding to server health problems	4%	9%	7%	8%	20%	14%	12%	26%
1.4 Opportunity to perform gymnastics at work	42%	21%	6%	8%	14%	4%	3%	3%
1.5 Provision of a health plan by the institution	32%	18%	7%	4%	12%	8%	10%	8%
1.6 Workplace cafeteria/restaurant	5%	11%	8%	6%	21%	14%	16%	19%
1.7 The general health status of colleagues and superiors	4%	11%	10%	11%	25%	24%	12%	4%
1.8 Agreements with gyms and pharmacies	62%	15%	8%	two%	8%	1%	two%	two%
1.9 Multidisciplinary outpatient clinic	11%	4%	7%	6%	13%	14%	23%	23%
PSYCHOLOGICAL	9%	12%	6%	7%	19%	19%	12%	15%
2.1 Criteria for hiring and commissioning processes	19%	13%	6%	6%	40%	6%	5%	5%
2.2 How to evaluate my work performance	6%	18%	6%	9%	21%	15%	14%	11%
2.3 Climate of companionship among people	two%	8%	6%	9%	17%	17%	21%	20%

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2.4 Practices of actions and spirituality in the workplace	28%	16%	4%	7%	21%	10%	3%	11%
2.5 Salary appropriate to the work performed	3%	28%	14%	9%	17%	14%	12%	4%
2.6 Absence of interference in personal life – do not take work home	9%	13%	7%	10%	21%	11%	10%	18%
2.7 Job security – stability	3%	two%	two%	3%	9%	13%	30%	39%
2.8 Suitable working hours	two%	5%	4%	6%	9%	15%	29%	31%
SOCIAL	22%	17%	9%	6%	19%	11%	8%	7%
3.1 Opportunity for distraction (sports, leisure, cultural events and hobbies, etc.)	25%	15%	8%	9%	21%	13%	5%	5%
3.2 Childcare (daycare, school, health plan)	42%	14%	7%	4%	19%	6%	6%	two%
3.3 Financing for external courses (college, English, technical courses, training, etc.)	15%	25%	13%	3%	17%	9%	11%	8%
3.4 Social gatherings between employees (for example: end-of-year parties, birthdays, coffees)	5%	13%	6%	8%	17%	24%	13%	16%
3.5 Possibility of interaction between the family and the institution where they work	23%	21%	10%	8%	21%	5%	6%	6%
ORGANIZATIONAL	6%	18%	11%	11%	20%	16%	11%	7%
4.1 Image that employees have of the institution	1%	11%	6%	13%	26%	19%	16%	8%
4.2 Training and professional development opportunities	5%	17%	14%	11%	12%	17%	12%	13%
4.3 Improvements in the work process	6%	16%	12%	13%	17%	20%	10%	6%
4.4 Use of new technologies	6%	17%	14%	12%	18%	15%	11%	7%
4.5 Opportunity to participate in decision-making processes	6%	15%	13%	8%	23%	15%	12%	8%
4.6 Quality of administrative procedures aimed at reducing bureaucracy	7%	22%	11%	10%	27%	14%	6%	3%
4.7 Server appreciation actions	8%	21%	15%	11%	19%	14%	6%	6%
4.8 Career and salary plan	11%	26%	12%	16%	12%	10%	8%	6%
4.9 SIASS – Integrated Server Health Care Subsystem	9%	21%	8%	7%	21%	16%	13%	5%
4.10 Social aspect of the work carried out	3%	12%	6%	9%	23%	24%	17%	7%

Source: Prepared by the author (2024).

To evaluate the perception of TAEs regarding the degree of satisfaction in relation to biological, psychological, social and organizational aspects, the average of each aspect was calculated using the Likert scale from 1 to 7. Averages greater than 4 indicate a tendency towards satisfaction, while averages below 4 suggest a tendency towards dissatisfaction.

Table3. Average, percentage of dissatisfaction and satisfaction of IFAM technicians, according to the 32 aspects evaluated.

ASPECTS EVALUATED	% Dissatisfaction	% Satisfaction	Average (1 to 7)
BIOLOGICAL	30%	32%	3.98
1.1 Lectures and events that promote health at work	38%	34%	3.93
1.2 Actions that promote the control of ergonomic and	46%	13%	2.94

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environmental risks			
1.3 Responding to server health problems	25%	51%	4.67
1.4 Opportunity to perform gymnastics at work	35%	9%	2.87
1.5 Provision of a health plan by the institution	29%	27%	3.70
1.6 Workplace cafeteria/restaurant	26%	49%	4.49
1.7 The general health status of colleagues and superiors	32%	39%	3.94
1.8 Agreements with gyms and pharmacies	25%	5%	2.61
1.9 Multidisciplinary outpatient clinic	17%	60%	5.09
PSYCHOLOGICAL	26%	47%	4.42
2.1 Criteria for hiring and commissioning processes	25%	16%	3.67
2.2 How to evaluate my work performance	34%	39%	3.98
2.3 Climate of companionship among people	23%	58%	4.76
2.4 Practices of actions and spirituality in the workplace	27%	24%	3.82
2.5 Salary appropriate to the work performed	50%	29%	3.27
2.6 Absence of interference in personal life – do not take work home	30%	39%	4.25
2.7 Job security – stability	6%	82%	5.82
2.8 Suitable working hours	14%	75%	5.43
SOCIAL	33%	27%	3.65
3.1 Opportunity for distraction (sports, leisure, cultural events and hobbies, etc.)	32%	22%	3.55
3.2 Childcare (daycare, school, health plan)	25%	14%	3.38
3.3 Financing for external courses (college, English, technical courses, training, etc.)	40%	28%	3.45
3.4 Social gatherings between employees (for example: end-of-year parties, birthdays, coffees)	27%	52%	4.40
3.5 Possibility of interaction between the family and the institution where they work	39%	17%	3.25
ORGANIZATIONAL	40%	34%	3.71
4.1 Image that employees have of the institution	30%	43%	4.17
4.2 Training and professional development opportunities	42%	41%	3.88
4.3 Improvements in the work process	40%	37%	3.75
4.4 Use of new technologies	43%	33%	3.65
4.5 Opportunity to participate in decision-making processes	36%	35%	3.84
4.6 Quality of administrative procedures aimed at reducing bureaucracy	43%	23%	3.32
4.7 Server appreciation actions	47%	26%	3.35
4.8 Career and salary plan	53%	24%	3.18
4.9 SIASS – Integrated Server Health Care Subsystem	37%	33%	3.65
4.10 Social aspect of the work carried out	27%	48%	4.24

Source: Prepared by the author (2024).

Note: The percentage (%) of dissatisfaction was calculated considering the Likert response of 1, 2 and 3. For satisfaction (%) the Likert responses were considered to be 5, 6 and 7.

In the biological aspect, the greatest satisfaction is in 1.9 “ Multidisciplinary outpatient clinic” with 60%, with the highest average being 5.09 points . In addition to item 1.9, the questions that presented the highest satisfaction rates were 1.3 “Service to employee health problems”, with 51% satisfaction

and an average of 4.67 points, followed by 1.6 “Cafeteria/restaurant in the work environment”, and 1.7 “The general health status of senior colleagues” with percentages of 49% and 39%, averages of 4.49 and 3.94 respectively.

The highest levels of dissatisfaction were found in items 1.1 “Lectures and events that promote health at work”, where they showed an average of 3.93 with 38% dissatisfaction, 1.2, “Actions that promote the control of ergonomic and environmental risks”, with 46% dissatisfaction and an average of 2.94. In item 1.4, “Opportunity to perform gymnastics at work”, 35% of participants showed dissatisfaction regarding this issue.

In question 1.5, “Availability of health plan by the institution” the average was 3.7 with 29% dissatisfaction. It is noteworthy that for this question, a percentage of 32% of participants indicated the answer “NT” was also found. Dissatisfaction was also noticed in item 1.8 “Agreements with gyms and pharmacies” with an average of 2.61 and a percentage of 25%.

In the psychological aspect, the greatest satisfaction is in 2.7 “Job security – stability” with 82%, with the highest average being 5.82 points followed by question 2.8 “Adequate working hours” with 75% satisfaction. Regarding item 2.3 “Climate of companionship among people” it presented an average of 4.76, demonstrating satisfaction regarding this aspect. In question 2.6 “Absence of interference in personal life – not taking work home” satisfaction was 58%.

In relation to item 2.2 “How to evaluate my work performance”, the average was 3.98 points, with dissatisfaction of 34%. Regarding 2.4 “Action practices and spirituality in the workplace”, dissatisfaction was 27% with an average of 3.82 points. Regarding item 2.1 “Criteria for hiring and commissioning processes”, the average was 3.67 points with 25% dissatisfaction.

Regarding the “Adequate salary for the work performed” in question 2.5, the results focused more on the level of dissatisfaction. In the social aspect, the greatest satisfaction is in 3.4 “Party events between employees (for example: end of year parties, birthdays, coffees)” with 52%, with the highest average being 4.40 points.

The greatest dissatisfaction in this aspect was in 3.3 “Financing for external courses (college, English, technical courses, training, etc.)” with 40% dissatisfaction.

The questions that sought to understand the perception of employees regarding 3.1 “Opportunity for distraction (sports, leisure, cultural events and hobbies” and 3.2 “Care for children (daycare, school, health plan)” showed dissatisfaction of 32% and 25% % and averages of 3.55 and 3.38 respectively.

Item 3.5 “Possibility of interaction between the family and the institution” resulted in 39% dissatisfaction. In the organizational aspect, the greatest satisfaction is in 4.10 “Social aspect of the work carried out” with 48%, and the highest average with 4.24 points, followed by 4.1 “Image that employees have of the institution” and 4.2 “Opportunity for training and development professional” with satisfaction of 43% and 41% respectively.

For question 4.5 “Opportunity to participate in decision-making processes” dissatisfaction was 36% with an average of 3.84. For item 4.3 “Improvements in the work process”, dissatisfaction was 40%, an average of 3.75. With an average of 3.65, item 4.4 “Use of new technologies” is presented in the results with a dissatisfaction percentage of 43%.

Question 4.9 “SIASS- Integrated Subsystem for Employee Health Care” showed 37% dissatisfaction. Item 4.7 “Servant appreciation actions showed 47% dissatisfaction. For item 4.6 “Quality of administrative procedures aimed at reducing bureaucracy, an average of 3.32 was presented with 43% dissatisfaction. The greatest dissatisfaction in this aspect was in 4.8 “Career and salary plan” with 53% dissatisfaction and an average of 3.18.

To conduct the focus group, a script was prepared considering the results obtained through the previously applied questionnaire, where some dissatisfactions related to each of the aspects, Biological, Psychological, Social and Organizational, were selected, and served as a basis to direct the discussion.

The main excerpts of the interview were transcribed into the Microsoft Word application, where all excerpts that contained relevant information to be discussed in this topic were selected. To better

understand the answers obtained during the activity, in addition to guaranteeing the anonymity of each participant, the servers were identified as TAE, followed by a number (for example, "TAE 1, 2023").

The group began a discussion about the complexity faced by employees with regard to contracting and using health plans offered by the institution, represented by the question "What difficulties do employees face in contracting and using health plans offered by the institution?"

"Health plans have very different values and there are some that we recognize, like, as stars, right? There may even be a certain prejudice. I don't want that plan, I wanted that plan, but when you go to see one it's 600.00 and the other is 1,200.00" (TAE 8, 2023).

"Over time, the values only increased, becoming completely unusable. I have already canceled and spent almost 5 years without health insurance." (TAE 7, 2023).

"Here we have families and families. Wealthy families and families who are breadwinners and who cannot afford a good plan. Then you also don't feel comfortable paying for a good plan for yourself and not paying for your husband or child" (TAE 5, 2023).

"The federal government does not follow the procedure for replacing annual losses. Our salary is out of date. Factoring in the losses and inflation of health plans, the family is unable to pay" (TAE 2, 2023).

The second question "Where do you think there is a flaw in the job performance evaluation? How would you like it done?"

"The lack of recognition is a factor because sometimes we start from the question of the server's duties in terms of productivity, what he needs to do, but forget about the real work that is often not prescribed, which is that extra effort, that creativity, the capacity that the subject in his expertise develops [...] Sometimes the effort that the subject makes ends up going unnoticed because he is evaluated by someone who is not even from his sector and that is why it is important that there is someone who is there with him, on a daily basis" (TAE 1, 2023).

"The people who evaluate should have the ability to do logical and correct work [...]. I believe that many of us over the years are dissatisfied with seeing colleagues who work hard, who give a lot, who plan and are totally proactive receiving lower grades than others who do little or nothing [...]. (TAE 6, 2023).

"[...] I think that may be one of the aspects that triggered the responses is seeing everyone placed in the same basket. The server who is here every day, who gives his blood, who proposes, who does it. This gets even worse when you deal with sectors that are peers, that are the same employees and the work is carried out collectively. As it comes out in the name of the sector, for those on the outside looking at the finished work, they don't know who actually spent all the effort and who didn't even get to do it." (TAE 2, 2023).

"I think that guidance, a conversation with the commission to explain point by point how it needs to be evaluated, guidance, suggesting some of the commission's positions, I think it could be valid to minimize this situation" (TAE 9, 2023).

"The main thing I think is the Resolution. It's the way it is structured today, which should already be revised, because it is very old. So feedback to the server doesn't happen. He doesn't know where he can improve, he doesn't know where he's doing right, he doesn't even know his positive points, because everything is done automatically" (TAE 5, 2023).

"Firstly, it would be a person who was really part of the team. [...] so this brings us closer, enables our boss to evaluate us and that there could also be a moment of chat with the person being evaluated, so that he could be interested in knowing what the routine is like, the day to day life, the difficulties". (TAE 1, 2023).

When asked "How could the institution provide training for its employees?"

"We get tired of seeing Postgraduate notices that have vacancies left over and that are only aimed at civil servants and that, sometimes, there is no membership [...]. Some servers do not know the process of how to request a certain course, how to proceed and, sometimes, do not search due to lack of interest" (TAE 5, 2023).

"There are many courses, but people don't look for them [...] When I joined IFAM I went after them. People in the health sector have a culture that requires us to seek knowledge. Nursing, social work, psychology. I have to seek knowledge and study" (TAE 3, 2023)".

“Since I came here, I have many certifications. It's a lecture, it's a course, it's training in a lot of things [...] that can help me in my daily life in developing applications in the area of education. Here comes the criticism for all of us. We don't have the habit of sometimes looking at the campus page, the general page that belongs to the Rectory, because all these offers are there” (TAE 2, 2023).

Still on this topic, dissatisfaction was highlighted by all employees. Participants expressed dissatisfaction with the compensation of working hours when using their working period to attend the course for which they are registered or want to register, due to the difficulty in obtaining release.

“I would be completely satisfied if at least during that one week of classes, we didn't have to pay for those hours on the days we missed work to take the course.” (TAE 7, 2023).

“I know of a server who needs to pay for her time before being released. The release will exist, but the problem is that you spend the rest of the month paying for that week. It's very heavy” (TAE 4, 2023).

“That's where the difference in the category comes in. Because we know that it's not like that with teachers.” (TAE 9, 2023).

“In the same IFAM Resolution, which is 47, it is stated that the teacher only needs to reduce the workload to at least 8 hours and the TAE must compensate for the workload.” (TAE 5, 2023).

Regarding the question “At what point during the development of your activities at the institution do you think your work becomes bureaucratic?”

“The bureaucratic issues within the institution seem like something cultural. Today, after the pandemic, we must think that things have become easier, faster, more dynamic. [...] This bureaucracy is an obstacle. There are still people who stick to bureaucracy and don't think about modernization. For example, there are parents of students who have to go to the institution to sign a document, which could even be taken by the student or sent in another way, speeding up the process” (TAE 6, 2023).

“For some things people are interested and pursue them and for others they are not, and that's it. This means that some processes flow and others do not [...] processes that are stopped in one sector for 6 months when they arrive in another sector have to leave in less than 24 hours” (TAE 8, 2023).

“Sometimes this bureaucratization occurs because people delegate their roles and responsibilities” (TAE 3, 2023).

6. CONCLUSION

QWL is a broad concept that refers to the general well-being of a person in their work environment, and this includes physical, mental, emotional and social aspects, such as health, safety, financial stability, healthy relationships with other employees in the institution, balance between personal and professional life, as well as leisure and fun.

It is understood that QWL is essential for the performance and satisfaction of employees. By prioritizing the well-being of employees, organizations and/or educational institutions will establish a more productive environment and consequently guarantee the achievement of positive results for the team and for institutional development. Through the discussions carried out in this study, it is clear that investing in QWL goes beyond offering benefits, including the promotion of an organizational culture. This investment is a strategic measure for organizations that wish to have a more motivated, productive and aligned team.

Several aspects can influence and provide a healthy, safe work environment that is satisfactory from a quality perspective. Achieving these results is as important as understanding the perception of those who perform the work, therefore, the promotion of a positive organizational climate, the appreciation and recognition of the work performed, among other factors that contribute to well-being and happiness must be implemented in order to facilitate the achievement of goals set by organizations.

The search for QWL in this sense is of fundamental importance for increasing productivity, in addition to reflecting positively on the organization's image, especially nowadays where competitiveness is increasingly present. After the research carried out to prepare this dissertation and with the aim of knowing the perception of Administrative Education Technicians (TAEs) from the Federal Institute of Education, Science and Technology of Amazonas - Campus Manaus Centro regarding QWL, it was identified that several factors can directly impact QWL, especially in the context of educational institutions.

During the application of the diagnostic questionnaire and the focus group, factors such as organizational climate, working hours, attention to health and safety at work, opportunities for

professional development, balance between personal and professional life, among others, were addressed.

Regarding the focus group, it was observed that this instrument enhanced discussions due to the BPSO questionnaire being closed. It is understood, therefore, that some situations such as lack of recognition of effort and commitment, excess work, differences in treatment between categories, interpersonal relationships involving management and subordinates, end up generating a feeling of injustice and devaluation on the part of employees, which they feel abandoned by the institution. In this sense, it is essential that public managers are aware of these demands and seek solutions that guarantee a better quality of life and service for employees, considering that these measures aim to strengthen mutual commitment.

With regard to these specificities, elements such as interpersonal relationships, employee appreciation and the search for a healthy balance between personal and professional life are factors that can and should be present in studies and approaches. Investing in QWL in educational institutions goes beyond a social responsibility action; It is also a strategy to improve people management and foster a positive organizational environment.

Considering the context of public service, the proposal of this study is for the institution to adopt quality of life management at work, through a program that focuses mainly on the most sensitive aspects highlighted in the study. Based on the results of the biosociosocial aspects, it can be inferred that strategic institutional actions are essential in the domains related to quality of life at work (biological, psychological, social and organizational). Such actions can play a determining role in the well-being, engagement and productivity of employees, directly influencing the performance of their duties and serving the public interest.

A continuous assessment of the quality of work life within the institution is necessary. This will enable organizations to identify areas for improvement and implement policies and practices that promote a healthy and positive work environment. It is important to emphasize that quality of life at work is not only the responsibility of organizations, but also of managers and employees themselves.

Leaders play a critical role in creating a culture that values employee well-being and providing the resources needed to support that goal. In turn, employees also have a duty to take care of themselves, seeking a balance between their professional and personal responsibilities and seeking support when necessary.

Conducting the analyzes revealed an important limitation of the study: the instrument used to assess employee satisfaction. The presence of the item "Does not exist at the educational institution" (N/T) proved to be problematic, as it resulted in the occurrence of missing data. The selection of this item by the participants led to the exclusion of these respondents, since it does not assess the satisfaction of employees with QWL in the institutions. For the analysis, it was decided to exclude them from the data set. It is recommended that future studies avoid using the N/T alternative when replicating this scale.

It is considered essential to continue studies on QWL in educational institutions, in order to identify the best practices and actions that can be implemented to improve the QWL of these professionals. Research of this type has the potential to offer relevant and essential information for organizations, contributing to the creation of more productive work environments.

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