The quality of life of regular classroom teacher in the context of special and inclusive education

A qualidade de vida do professor de sala de aula regular no contexto da educação especial e inclusiva

DOI:10.34117/bjdv7n12-454

Recebimento dos originais: 12/11/2021
Aceitação para publicação: 14/12/2021

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ABSTRACT
This work shows the need nowadays in the quality of life of regular classroom teachers in the context of Special and Inclusive Education, the teacher suffers an intense effort and wear compromising his health, the organizational climate and consequently the goals inside a classroom. Only by implementing quality programs, investing in training, in qualified professionals and trained in Special and Inclusive Education, will we transform the school environment into healthier places for carrying out work, with joy, satisfaction and quality of life.

Keywords: Quality of life, continuing education, inclusion.

RESUMO
Este trabalho mostra a necessidade nos dias de hoje na qualidade de vida dos professores de sala regular no contexto da Educação Especial e Inclusiva, o professor sofre um intenso esforço e desgaste comprometendo sua saúde, o clima organizacional e consequentemente as metas dentro de uma sala de aula. Somente implantando programas de qualidade, investimento em treinamento, em profissionais qualificados e formados em Educação Especial e Inclusiva, é que transformaremos o ambiente escolar em lugares mais saudáveis para a execução do trabalho, com alegria, satisfação e qualidade de vida.

Palavras-Chave: Qualidade de vida, formação continuada, inclusão.
1 INTRODUCTION

Today, there is a lot of talk about quality of life: quality of service, quality of care to students with disabilities, quality in elaborate classes and quality of life. These, among others, are called total quality, which aims to create a classroom in which all teachers are working to make it the best in their field.

According to Chiavenato (2002, p. 391), the quality of life at work aims to assimilate two antagonistic positions: on the one hand, the employees' claim regarding well-being and job satisfaction, on the other, the interest of organizations regarding its effects on production and productivity.

It can be affirmed that a quality school is, among other factors, that has collaborating teachers who, after meeting their basic needs, are satisfied with the school and its co-workers, that is, its work team. With the discoveries and challenges that teachers face every day in the regular room, they drive the increase in demands to achieve the goals they set. These ongoing demands have an impact on well-being and mental health.

Quality of life can be understood as a program that aims to facilitate and satisfy the needs of the teacher in the regular classroom in the context of special and inclusive education when developing their plans, having the fact that teachers are more productive the more they are satisfied and involved with their own work.

In this case, the achievement of quality of life in the classroom, especially in the context of special and inclusive education, largely depends on the teacher himself whether in the classroom or outside it. It depends on your self-esteem and self-image, on professional, political and social engagement, and above all, on your attitude in the transformation of reality and awareness of your rights and duties.

According to Dejours (1992), quality is an expression that is difficult to conceptualize, given its subjective, complex and multidimensional character. Thus, there is a different connotation of quality of life for each individual, which is due to the inclusion of these in society.

These days, with globalization, teachers are being forced to achieve high levels of productivity under pressure. It is known that, every day, education is becoming more demanding and, with this, teachers have to be more prepared to meet their requirements, especially the requirements with special students. With an emphasis on education, schools start to see teachers as a key part of their development and recognition, from there comes the need to provide a more pleasant, harmonious environment with resources that encourage so far to better perform in their planning, thus increasing their productivity.
2 THE QUALITY OF LIFE OF THE TEACHER IN THE REGULAR CLASSROOM IN THE CONTEXT OF SPECIAL AND INCLUSIVE EDUCATION

The quality of life of the teacher in the classroom has been a recurring theme for many professionals. It can be said that the concept of quality of life of the teacher in the regular classroom has not evolved as due, the concepts or conceptions related to the quality of life of the teacher are quite diverse. The main sources of stress in the classroom are identified as: lack of control with students, professional relationships, over workload, chronic sleep deprivation and increased pressure for responsibility.

According to Chiavenato (2004, p. 448), "the concept of quality of life involves both physical and environmental aspects, as well as psychological and work aspects". Quality of life is well-being management (good personal, social, family relationships and stress control), stands out for the importance of people in human relationships in the school environment.

According to Albuquerque and Limongi-França (1998, p. 42), quality of life at work is a set of actions of a company that involves diagnosis, implementation of technological and structural improvements and innovations inside and outside the work environment, aiming to provide full conditions of human development and during the performance of the work.

It is important for the school to align its strategies for managing the quality of life of teachers to satisfy them, who are responsible for class planning thus achieving their objectives. Other factors of teachers' dissatisfaction are: lack of communication and lack of recognition, however, the lack of recognition is not a problem that involves only colleagues, many teachers suffer from little recognition on the part of students. Combining the classroom with personal/emotional life is not an easy task. Therefore, succeeding in both areas is an extremely demanding and exhausting challenge.

Some argue that dissatisfaction with school work is higher in younger teachers and affects some specific items: remuneration, creativity, recognition and achievement, which can be explained by payment, economic uncertainty, production pressure, interpersonal relationships, less experience in techniques with students.

The teacher's quality of life involves both strategic and behavioral efforts in relationships with: motivational factors, adaptation to changes in the environment, creativity, innovation and autonomy in decisions.

However, the management of the quality of life of the teacher in the classroom demonstrates an effort of school managers to efficiently lead the pillars of the quality of life.
life of teachers and also students, especially students with disabilities (food, physical
activity, affectivity, leisure, civility work), but the school team needs to become aware of
the need to adopt lifestyles and healthy habits. It is a right and a duty of each of the
teachers, to take care of health and have a good quality of life, to better serve students and
especially those with disabilities.

According to Motta and Freitas (2000) companies are increasingly important
in the lives of individuals and the relationships established in the world of work
tend to monopolize the social life of the subjects. In fact, people seek more
than work relationships, financial reward and status than the company can
provide you. In the work environment the individual can build his social and
esteem, having an affective and psychological relationship with work.

The fundamental conditions for teachers’ quality of life are motivation and
satisfaction in professional life, as a consequence of the quality of performance with their
students, so the relationship between teachers and students is systemic and schools
increasingly need model teachers with a good quality of life in the classroom, to be able
to drive the complexity of human relations in the school environment. In schools there is
not only work, human relations, desires and aspirations are also built which can find space
to be realized and where the pleasure of conquest coexist with the nightmares and anguish
of failure.

This shows that there is life in schools and teachers are not machines, they dream
and realize dreams, express joys, frustrations, restlessness and frailties, and it is in school
that they will have possibilities of realization of fantasy and conquest, recognition of
power, reaching their ideals. Teachers spend much of their lives working within schools,
a job that takes considerable time from life and effort, which depend on it for their
subsistence and professional success. Inadequate working conditions and authoritarian
and stressful behavior cause diseases that compromise quality of life.

The professionals of the area of education have in their daily routine the mission
of caring for and guiding the students, and this act is characterized by dedication, zeal and
sacrifice. The lack of appreciation of this professional added to the work overload and the
direct connection with difficult situations are permanent sources of wear that require the
teacher's intensive physical and psychic energy, favoring the symbiology of occupational
stress, physical exertion and repetition; work under pressure; inadequate environmental
conditions; inadequate equipment; exaggerated requirement of dedication. Schools rely
on different management models, which had consequences for teachers triggering
symptoms of psychosomatic diseases, social diseases and especially stress.
According to Gaugelac (2007), companies say that it is the duty of each worker to take care, that it is he who must manage the consequences of stress and learn to live with the situation. Working conditions are not called into question. For companies, stress has a stimulating character, which one must learn to turn it into positive stimulant, that it is solely a consequence of individual behaviors and often behaviors are based on belief, philosophical issues, which need to be modified.

The dissatisfaction of teachers working in schools has a strong connection with school management. It is worth mentioning that for some the journey is even greater due to the double and even triple bond. That is, the time dedicated to the classroom occupies great space in the lives of these professionals. Thus, the management of quality of life in the teacher's work includes recognizing the professional as a person, with unique skills and contributions in the actions he/she performs. The valorization of work is of fundamental importance for a satisfactory work, and should include the efforts, doubts, disappointments and discouragements of the teacher, including a systemic approach with the adoption of welfare programs in search of the prevention of health problems and recognition of professionals with emphasis on some sectors: benefit, health, hygiene, safety, quality, human resources, communication, social responsibility and appreciation of leisure, sport and culture. Providing effective management based on social and personal development actions in a responsible manner.

Quality of life in the school environment is a topic of extreme relevance, since it is in school that the teacher spends much of his time. In addition, it is in school that the teacher is able to discover his potential for growth as a human being, to value himself, to develop his self-esteem and to seek his happiness.

Factors such as: commitment and technological innovation, the increasingly demanding work associated with the search for a calm financial and personal future, affect how the teacher plays his role and his activities in the classroom. In this sense, the teacher's quality of school life can be associated with the teacher's feeling in relation to the classroom, with the physical conditions of the environment can reflect safely to the teacher, and may alter their levels of satisfaction and motivation, which consequently influence their productivity.

According to Nadler and Lawler (1983) apud Rodrigues (1995:75) "quality of life at work is the great hope of organizations to achieve high levels of productivity, without forgetting the motivation and satisfaction of the individual."

The practices of valuing human potential, added to the high degree of involvement and commitment of senior management in de facto wanting to implement quality of life

programs in school work can lead to the adequate appreciation of work and the elevation of the level of motivation/satisfaction of teachers, as well as the decisive participation of productivity.

To investigate the level of perception of quality of life at work within the school environment, contributes to improve institutional development, in the search for programs aimed at ensuring the development of employees. However, in order to achieve and meet these requirements, the most important resource for school effectiveness is teachers. They are capable of making the school objectives come to fruition, and for this it is necessary the relationship between productivity and quality of life.

According to Bennet (1983) apud Limongi-França et al (2002, p. 301): productivity improvement cannot be discussed without the recognition that the concept of productivity goes beyond the idea of good production or efficiency at work. It is a concept that finds roots in human dynamism by having an indispensable connection with the improvement of nature and the quality of life of each individual at work.

Modern life, with more and more technologies and less free time, has caused damage to people's lives. Since the industrial revolution, there has been a neglect in people's well-being and the result is the lack of well-being and, in some cases, teachers' health. Throughout history, even though there was no clear concern for professionals, especially in the age of slavery, it is believed that well-being was a social concern referred to material goods.

Teacher quality of life is placed as a result of the balance between school needs, increasing productivity and teachers' needs for physical, mental and social well-being. Therefore, we start by treating the quality of the teacher from the unilateral perspective, according to which it depends only on what schools offer teachers.

However, Moretti and Treichel (2003) idea that quality of life at work does not depend solely on organization. External aspects of the organization can affect the results that people have to offer the company. Therefore, although it is believed that the largest share of responsibility comes from the organization, people have an active participation in their quality of life.

It is concluded that, despite the characteristics related to the theme, they discuss aspects that refer to the well-being of teachers, it is better physical structure and guarantees of availability of materials for classes, improvements in the processes of professional evaluation, more contemplating the qualitative elements of the work process in the classroom; and qualify the development of actions focused on efficiency and effectiveness. Schools need to seek practices that motivate and balance needs, especially
balancing the needs of students with disabilities. Until this is put into practice, we will have increasingly sick teachers, whether in the psychological or social aspect.

3 QUALITY OF LIFE AND PROMOTION FOR TEACHER HEALTH

Quality of life can be conceptualized as a tool that cares about the well-being and health of teachers in the performance of their activities in the classroom, it has as a basic vision the development of the environments and the improvement for the best performance in the performance of the classes within the school.

According to Gomes (2003), the quality of life at work has always been a constant concern of man since the beginning of his existence, but the global social and economic evolution left, at various times, this subject aside in favor of the constant search for greater wealth and constant accumulation of capital.

However, the quality of life of the teacher comes to show that it is only factors such as job security, remuneration, salary and environment are no longer reasons of only importance for teacher satisfaction.

Whogol Group apud Antonio and Alberto (2004), defines quality of life at work as the perception of the individual and his position in life, in the context of the culture and value system in which he lives and in relation to his goals, expectations, standards and concerns.

The above citation can be considered as a concept strictly related to the satisfaction of the human factor and its productive and motivational capacity in a safe school environment and learning and, with the appropriate facilities for the performance of school activities. From different points of view, there is a consensus about the objectivity of quality of life, which is to provide a humanization of school work, the increase in the well-being of teachers and a more participative attitude of them in the decisions and problems of school work.

According to Couto apud Antonio and Alberto (2004) it was during World War I, more specifically in 1915, with the foundation of the workers’ health commission in the munitions industry, that concern took its first contours. This commission, which was composed of physiologists and psychologists, with the end of the war was transformed into the research institute of industrial fatigue and later became the institute of research on health at work.

In this period, due to the great need to produce war instruments generated in a larger space of time, more complex and more dangerous, the highest level of education and skill of the workers began to require the highest level of education and skill, the environmental safety conditions and the scenario of terror produced by the battles were
unfavorable to the construction of a pleasant and favorable environment to maximize production, due to this situation, the adaptation of work instruments and productivity methods to reduce the tension of professionals and the reduction of risks has become an urgency.

According to Davis and Newstrom (1992, p. 148), quality of life produces a more harmonious work environment. Its goal is to serve both the highest aspirations of workers and their basic needs. It seeks to harness the more refined skills of workers and provide an environment that encourages them to develop their skills.

With regard to quality of life, it can be affirmed that it is not only the well-being of teachers in their work environment, it is communication, and the balance between all the roles that are played in life, be it professional or personal. It is not enough for the teacher to be well physically, it is much more than that, it involves self-esteem, work and stress. All these well-addressed factors can positively affect the lives of teachers, both inside and outside the school.

For Nakai apud Gomes (2003), "quality of life is related to the satisfaction you feel when doing things". Therefore it is undeniable that unpleasant and desirable annoyances such as stress to mental and physical fatigue continue to happen and reproduce. This will increasingly contribute to physical and mental exhaustion, so not only should schools but also seek within their own personal habits and professional methods, attitudes of change that bring more satisfaction and positive results in the teacher's day-to-day life. The question is: school work is more advantageous when they enable possibilities for improvements and adjustments between teachers, tasks, the school environment in which they work and technology. For the teacher to serve his students well, first the school has to serve the teachers.

According to Chiavenato (2005), "public or private companies that invest directly in the human factor of the company, are actually investing directly in the external public, the client."

Working in a school that causes well-being in its employees, consequently, will increase production, due to the state of motivation that the employee will find, because the same unmotivated will not cause reaction to changes and improvement of their development in planning, which also influences the development of the school.
4 THE MOTIVATION OF THE TEACHER IN THE CLASSROOM

Teachers can be motivated for good or for bad, making appear the best or the worst of what they have. If teachers are not motivated to do something or achieve a goal, one can convince them to do something they prefer not to do, more unless they are ready to assume the attitudes and values of the motivator, the behaviors will not be permanent.

According to Davis and Newstrom (1991, p. 47), "although there is no simple answer to the question of motivation, the important starting point is to understand the employee's needs." According to Davis and Newstrom (1991, p. 28), "the result of an effective system of organizational behavior is the motivation that, when combined with employee skills and capabilities, results in human productivity."

Teachers need to know what management expects them to produce and in what way. And these same managers need to know what teachers expect to be done to make this work possible. Responsibilities are the results that are expected to be obtained in the professionals who are seeking to motivate. If these teachers do not know what outcome they are expected of, they certainly will not be able to achieve them.

According to Weiss (1991, p. 29), "each person must also know his or her individual responsibilities." Part of a teacher's motivation comes from knowing that he plays an important role in the school and that other professionals rely on him. According to Weiss (1991, p. 32), "people work for rewards. These don't have to be tangible, like money. It can be intangible, as in the case of letting an employee be a group leader."

The willingness to work well deteriorates and teachers become unmotivated, just because there are obstacles in their way, or if they do not understand what is expected of them, or how their work will be evaluated. The most serious obstacles are often created by managers. Many of them ask for impossible things while others ask for nothing. Many fail to provide the necessary resources for the classes. Some are not consistent in their expectations and change them frequently. Many have an excessive constancy in their expectations, becoming inflexible, and are unable to face changes in class conditions.

Achieving and the best of others means that you must set high, more reasonable standards, should recognize your own responsibilities as well as those of employees, and should let the employee pay the price for the wrong result, or receive the reward for success. (Weiss, 1991, p. 36)

Many fail to provide the necessary resources for the execution of classes. Some are not consistent in their expectations and change them frequently, while others have an excessive constancy in their expectations, becoming inflexible, and are unable to face
changes in the conditions that is imposed in their classes. And at the same time this
dissatisfaction of not obtaining resources to continue their work, causes their income to
fall, this is due to lack of understanding of managers who do not understand their needs.

According to Matos (1997), the factors that influence, decisively, on human
motivation are: group work; - recognition; - security and integration to the
group; - physiological needs; - material safety needs; - social needs; - need for
the ego; - need for self-realization.

The environment of schools in which survival is no longer the main motivation
for classes is generating a new attitude towards the school. The leadership capacity of a
manager, that is, their ability to motivate, direct, influence and communicate with their
teachers. Managers can only lead if teachers are motivated to follow them. It is important
because managers, by definition, work with teachers, and through them. Motivation is not
the only influence on a teacher's level of performance. Two other factors involved are the
teacher's abilities and understanding of the behaviors necessary to achieve good
performance; this factor is called paper perception. The motivation, abilities and
perceptions of the role are interrelated. So if any factor is low, the performance level will
be low, even if the other factors are at a high level. In practice, however, motivation is
much more complicated. Needs differ considerably between teachers and change over
time. Moreover, different teachers make the manager's motivation work too complicated.

Many ambitious managers, highly to achieve power and status, find it difficult to
understand that everyone has the same values and anides that they have. The ways in
which needs end up being translated into acts vary considerably among professionals.
Those who have a great need for security can "act safely" and avoid accepting
responsibilities for fear of failure and loss of employment. The whole system of forces
that act on the teacher has to be taken into account so that the motivation of the teacher
can be properly understood. This system consists of three variables that affect motivation
in schools: individual characteristics, work characteristics and characteristics of the work
situation.

5 ADVANTAGES OF TEACHER QUALITY OF LIFE IN SCHOOL

The school earns a lot by implementing the teacher's quality of life program,
because teachers feel motivated to work, wearing the school shirt, finding themselves
willing to grow together with the school.
According to Albuquerque and Limangi (1998), quality of life at work is a set of actions of a company that involves diagnosis and implementation of improvements and managerial, technological and structural innovations inside and outside the work environment, aiming to provide full conditions of human development for and during the work.

Teachers can be involved in programs of quality of life in the school through enrichment in planning, which means the reorganization and expansion of classes to provide adaptation to students in order to increase the intrinsic satisfaction of the growth of varieties, autonomy, meaning of tasks, identity with tasks and retroaction. According to Herzberg (apud CHIAVENATO, 2002), "the enrichment of positions is the way to obtain intrinsic satisfaction through the body."

According to the author mentioned, the enrichment of positions, or expansion of positions become the practical and viable way for the permanent adequacy of position to the professional growth of the occupant, offering high intrinsic motivation of the work; high-quality performance at work; high job satisfaction and reduction of absences and layoffs. In this way, the enrichment of positions serves to provoke the motivation of the teacher within the school, giving opportunity for its growth. But for a teacher to feel motivated within a school, he has to feel like a fundamental part of the school, showing that he has importance within the school and that other teachers need it.

According to Maximiano (1995, p. 318), "motivation is the set of reasons or reasons that explain, induce, encourage, stimulate or provoke some kind of behavior action."

When teachers know they will gain some gratification for the lessons given, they work more willingly and show interest in the work. Telling teachers if they expect them to do better means that they are considered capable of achieving high standards, which they agree with.

For Davis and Newstrom (1992, p. 28), "the result of an effective system of organizational behavior is motivation, which combined with employee skills and capabilities results in human productivity."

6 PHYSICAL-PSYCHOLOGICAL CONDITIONS OF THE TEACHER

This dimension of quality of life in school is better known and also highlighted by several teachers. It happens that many complain about the oppressive conditions of work, the need to produce more classes. Productivity is the goal of any school. However, as has already been seen, human beings are responsible for this production. And human beings form an "environment" in their inevitable interrelationship. The physical-psychological
conditions refer to the school environment of both physical-geographic and physical-psychological of a school.

For Matos (1980, p. 118), "the humanization of the work environment means making the internal climate non-oppressive, participatory, receptive to cordial and cooperative interrelationship at all levels."

If you have quality of life in school is to humanize the school, there is no doubt that this environment needs to be good, joyful and challenging. It is known that, in a school, teachers are exposed to a number of risk or unhealthy factors and conditions. Among these factors, one can mention the structural issue itself, the handling and operations of mechanical resources and also the psychological factors that can directly interfere in the health and functionality of teachers. Thus, in order for the teacher to achieve greater productivity, it is necessary that the school offers environmental conditions so that they feel capable, partly within a regular classroom and special and inclusive education, the school is attentive to these factors, which can interfere and reflect directly on the well-being of teachers, satisfaction and productivity of classes.

Regarding the physical-psychological issues at school, it emphasized the real conditions offered to the teacher for the performance of their classes, regarding the working day in a healthy environment.

7 SOCIAL BENEFITS BEYOND CLASSROOM WORK

And finally, the authors are prodigal in highlighting the existence of quality of life at work through so-called "social benefits". The word benefits beyond work can, at first glance, cause strangeness from a rational point of view, to a system in which the righteous receive according to what is worked. This is because benefits are indirect remuneration, because it costs money to the organization. Thus, benefits are undoubtedly cost. However, following the same line of humanist philosophy, human beings, perhaps due to the technological and social progress they have experienced, crave more of the organization than just to pay for the "just" work. They claimed the social role of the organization in which they work. Social benefits are those facilities, conveniences, advantages and services that organizations offer to their employees, in order to save them efforts [...] and are closely related to the gradual awareness of the organization's social responsibility (CHIAVENATO, 1985, p. 77).

In this way, there are few schools that do not have at least one form of social benefits besides classes for their teachers. According to Aquino (1979, p. 192), "in Brazil medical care is the benefit of better acceptance, followed by food and transportation aid." However, because benefits cost money, the implementation of a benefit program must be planned and such costs must be calculated in order to rest on solid and guaranteed
financing. And, because it costs money, the existence of many benefits today is sustained not by the humanist philosophy that should be embedded in it, but through favorable tax treatment by the State for the schools that maintain them. In addition to the tax advantages many benefits still survive thanks to the supposed return it should have for schools.

For Chiavenato apud Noldim (1990, p. 9), "the concept of benefits is usually based on two connotations: "supplementation" and "moral."" Schools maintain them as a resource, in addition to the daily life of classes to ensure the morale of teachers and increase the well-being of professionals, thus aiming at greater productivity in regular classroom classes and in the special and inclusive education room.

This is the big problem of benefits: the paternalism inherent in the process, unfortunately, the basic and guiding principle of the implementation of benefits is not humanism, but the return in terms of productivity to the school. Managers are not wrong to want productivity, but it has already been stressed that there is no guarantee of greater productivity with the few social benefits. What occurs is that, in most cases of social benefits, they either saw paternalistic assistance, highlighting the dependence of the teacher or are extinguished due to the low return. So benefits are costs, no doubt. However, following the same line of humanist philosophy, human beings, perhaps due to the technological and social progress they have experienced, crave more of the school than just paying for the fair planning of classes. They claim the social role of the school they work in.

8 FINAL CONSIDERATIONS

Although the concern with "well-being" is old, the term quality of life of the teacher in the regular classroom in the context of special and inclusive education, it was mentioned, for years the theme refers to the 1970s. Since then, we have been looking for an accurate definition for it. As several areas study and deal with the theme, each definition corresponds to what relates to each of them. Some define and characterize from psychological aspects, others in social terms. Still others, considering the human being as part of the environment.

This work focuses on the management perspective, called teacher quality of life in the regular classroom in the context of special and inclusive education. In this case, for it to be perceived, it is necessary, initially, that there is a balance between the needs of schools and the needs of teachers. In this way, the well-being of teachers, productivity and profitability of the school/classes will be found.
However, it is necessary to understand that the relationship that generates the quality of life of the teacher in the classroom is bilateral. Much is said about what schools need to do to get teachers to work with quality of life. These actions are extremely important for teachers to remain motivated and, as a consequence, seeking the best results for schools. However, the relationship of teachers with the school is not only defined by what it offers, but also by what it receives in return. In this sense, we talk about the consequences of the external factors of the school for the quality of life of the teacher. Aspects such as incorrect habits of posture and eating, change in family structure, increasingly worse traffic, lack of physical activity, among others, are factors that can influence physical and mental well-being and, as a consequence, the results obtained.

However, the literature directs a greater share of responsibility on the quality of life of the teacher in the classroom and to the school in their actions. Given this context, management is responsible for technological and structural improvements, in order to ensure better productivity and satisfaction of teachers, achieving the balance once treated. Although much is being dealt with today on the subject, there are authors who agree that practices are very different from theory. Especially when it comes to Brazil, schools want the production of good classes at any cost. Because of this, there are dissatisfied and unmotivated teachers, inadequate and insufficient class conditions for the required productivity, inadequate salaries, living with the committed family, among others.

The increasingly troubled life of teachers, the demands of increasing production in less time and increasing profitability has compromised the physical and mental health of teachers and gradually increased the incidence of diseases related or originated by the lack of quality of life in schools. The best known of these is the "stress" that has been increasingly constant and, in turn, can trigger several other physical or psychological diseases. It is verified, then, the importance of a relationship between the areas of management and health, so that they can be studied, individually and related, and arrive improvements in practices that benefit the health of teachers and the productivity and profitability of the classes.

Therefore, such a complex subject deals with the human behavior of motivation that is undoubtedly the fuel of success, it is clear the need to continue the study of these three aspects of motivation within schools. It is of great interest to deepen in this direction, because the material and psychological needs must be one of the guide for schools that want to grow or maintain their growth, because the human asset is paramount, of complex character and of immeasurable value.
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