



Analysis of the Degree of Satisfaction with Life before and during the COVID-19 Pandemic in University Teachers

M.P.P. Silvia Isela Ramírez Enríquez

Dr. E. Juan Cristóbal Barrón Luján

M.C. Leopoldo Refugio López Baca

M.A. Luis Alberto López Rodríguez

M.P.A. Gilberto Santos Sambrano

Universidad Autónoma de Chihuahua, Chihuahua, México

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Resume

The objective of this work was to analyze the degree of satisfaction with the life of university teachers before and during the Covid-19 pandemic, this in the context of social isolation. The present study adopts a quantitative and cross-sectional approach, the sample is extended randomly, made up of 129 university teachers from the Faculty of Physical Culture Sciences of the Autonomous University of Chihuahua, aged between 18 and 74 years. To measure the degree of teacher satisfaction, the Satisfaction with Life Scale (SWLS) was obtained (Atienza et al., 2000; Diener et al., 1985; Pons et al., 2002). The results globally showed significant differences between life satisfaction before and during the pandemic according to the means comparison test, using the T test for related samples, with values of 4.06 before and 3.6 during the pandemic. When carrying out the categorization of the results according to the escalation, it was shown that 55.7% of the teachers perceived themselves satisfied before the pandemic, the opposite happening during the isolation, decreasing, only 45.5% feeling satisfied. Only 27% felt very satisfied before and this percentage decreased to only 14.5% during isolation. The Covid-19 not only wreaked havoc on health, but also negative effects on people's psychological, emotional and social spheres,

thus modifying healthy lifestyles and leaving possible effects on physical and mental health as a consequence.

Keywords: Satisfaction with life, Covid-19, pandemic, university professors

Introduction

Covid-19, or coronavirus, is the disease caused by the well-known SARS-CoV-2. The existence of this new virus was first known on December 31, 2019, when a report was presented on a group of cases of atypical viral pneumonia in Wuhan, the People's Republic of China, mentioned by the World Health Organization (WHO, 2020). Months later in Mexico, in February 2020, several cases appeared, increasing rapidly and exponentially, reaching a figure of 770,000 infections and 77,000 deaths by mid-year; and by the end of that year, the figure reached more than one and a half million infected and more than 120 thousand deaths, impressive data never seen in the current history of humanity. The spread of the virus was worldwide. In this year, 2020, a quarantine begins with the closure of economic, educational, cultural and recreational activities, as well as the implementation of sanitary measures such as healthy distance, hand washing, use of face masks and social isolation (Rodríguez, & Zumaya, 2021).

It is said that the coronavirus pandemic has given rise to unprecedented restrictions in the routines of the population, such as prolonged stays in confinement, generating fear, panic, anxiety, stress, dissatisfaction and states of depression (Camacho et al., 2020). In this sense, the Covid-19 pandemic has had a significant impact on the mental and emotional health of individuals, experiencing emotions such as sadness, fear of contagion, thoughts of uncertainty and frustration, physical discomfort such as headaches, muscle pain, back pain, difficulties in their sleep cycle such as insomnia and nightmares (Sandín et al., 2020). This process has had an effect on dimensions of psychological well-being such as self-acceptance, positive relationships with others, autonomy, mastery of the environment, personal growth and purpose in life, and therefore on self-satisfaction (Becerra et al., 2021). Satisfaction is considered a psychological state resulting from the interaction between the individual and their social environment, and is predictable based on job satisfaction, satisfaction with the environment, and satisfaction with oneself (Fuentes et al., 2021; Pérez, & Alegre, 2014).

However, during the confinement period, all these aspects were altered in many of the people, generating an emotional imbalance (Sandín et al., 2020). According to Pérez and Alegre (2014), life satisfaction can be predicted based on three experiential variables: job satisfaction, satisfaction with the environment, and satisfaction with oneself, and a personality

variable: trait emotional intelligence. Work environments were affected in terms of time and personnel, most of this process being from home, virtually. The educational field was no exception, teachers taught classes from home through platforms. This work from home generated substantially various negative feelings in the teachers. According to Fuentes Gómez and Zúniga (2021), the confinement due to covid-19 has had a significant impact on teachers' physical as well as emotional health, experiencing emotions such as sadness, fear of contagion, thoughts of uncertainty and frustration, physical discomfort such as headaches, muscle aches, back pain, difficulties in your sleep cycle such as insomnia and nightmares. In general, in this population there were high levels of emotional exhaustion, physical and mental fatigue (Celio, 2021).

According to the effects of the pandemic on the aforementioned variables, the question arises, to what degree did the confinement due to the COVID-19 pandemic affect the satisfaction with the life of university professors?, in order to know if the changes in habits, working from home, isolation and social recreation restrictions, generated negative effects on life satisfaction in university teachers, this in order to provide information to readers of the situation presented and the consequences on the psychological well-being of the people during the quarantine process.

Methodology

Study design, variables and sample

The present study adopts a quantitative and cross-sectional approach, with the purpose of describing the variable satisfaction with life, before and during the pandemic. The sample was determined randomly, made up of 129 university professors from the Faculty of Physical Culture Sciences of the Autonomous University of Chihuahua, aged between 18 and 74 years, with an average of 40.7 of which, 62 participants were women. (47.3%) and 67 men (51.1%).

Instruments

(SWLS) Satisfaction with Life Scale (Atienza et al., 2000; Diener et al., 1985; Pons et al., 2002)

The Satisfaction with Life Scale (SWLS) of (Atienza et al., 2000; Diener et al., 1985; Pons et al., 2002), is a unidimensional or single-factor scale, where the items are of positive aspects and are answered on a five-point Likert scale. To obtain a person's degree of satisfaction with their life, the answers are added (5 points: Totally Agree; 4 points: Agree; 3 points: Indifferent; 2 points: Disagree and 1 point: Totally Disagree). The interpretation of the scores obtained can be interpreted as; 0-5 = Very dissatisfied, 6-10 = Dissatisfied, 11-15 = Neutral, 16-20 = Satisfied and 21-

25 = Very satisfied. The higher the score, the greater satisfaction with life. The scale was transferred to Google Forms® and the five questions were adapted making references to “BEFORE and DURING the pandemic, as an example: “DURING” the pandemic, have most aspects of my life been the way I want them to be? Or, “BEFORE” the pandemic, were your life circumstances good?

Process

Teachers from the Faculty of Physical Culture Sciences of the Autonomous University of Chihuahua were invited to participate, through email, social networks and promotion of research through the coordinators of the academies of the different semesters of the institution. Teachers who accepted gave their informed consent at the same time they answered a Google Forms® form. In the questionnaire, they were asked to answer the questions of the satisfaction with life scale (Atienza et al., 2000; Diener et al., 1985; Pons et al., 2002). The form was sent via email and via social networks, such as WhatsApp and Facebook. They were asked to be honest when answering and they were thanked for their participation. Once the instrument was applied, the results were compiled through the database collection function in the Google Forms® application, extracting the answers as an Excel document and later working on SPSS version 21.0 for Windows. (IBM SPSS Statistics 21.0), to obtain the statistical data of the satisfaction with life scale (Atienza et al., 2000; Diener et al., 1985; Pons et al., 2002)

Analysis of data

Descriptive statistical analyzes were carried out, obtaining graphs, and the analysis of comparison of means, using the T test for related samples, with the purpose of observing if there are differences in the degree of satisfaction with life before and during the confinement of the COVID-19 pandemic. All statistical analyzes were performed using the SPSS version 21.0 for Windows program. The level of statistical significance was established at $p=.05$ and a reliability of 0.90 for Cronbach's alpha was found for the Satisfaction with Life questionnaire (Atienza et al., 2000; Diener et al., 1985; Pons et al., 2002).

Results

The results show the degree of satisfaction with life before and during the Covid-19 pandemic. Below are graphs and statistics from the comparison of means analysis, using the t-test for related samples, for the Satisfaction with Life questionnaire (Atienza et al., 2000; Diener et al., 1985; Pons et al., 2002), for a sample made up of 129 university professors from the Faculty of Physical Culture Sciences of the Autonomous University of

Chihuahua, aged between 18 and 74 years, with an average of 40.7, of which 62 participants were women (48.1%) and 67 men (51.9%).

Table 1 shows the statistics of related samples of the variables degree of satisfaction with life before and during the pandemic. In addition, the t-test data for related samples are presented (Table 1), finding significant differences, according to the means obtained, since these were higher, before, than during the confinement period, as is more clearly presented. clear with values in figure 1, where an average of 4.05 is observed before the pandemic, and 3.61 during the pandemic. The perception of the degree is lower during the pandemic, since overall there was 52.9% more satisfied before and 47.1%, lower data during the pandemic.

Table 1.

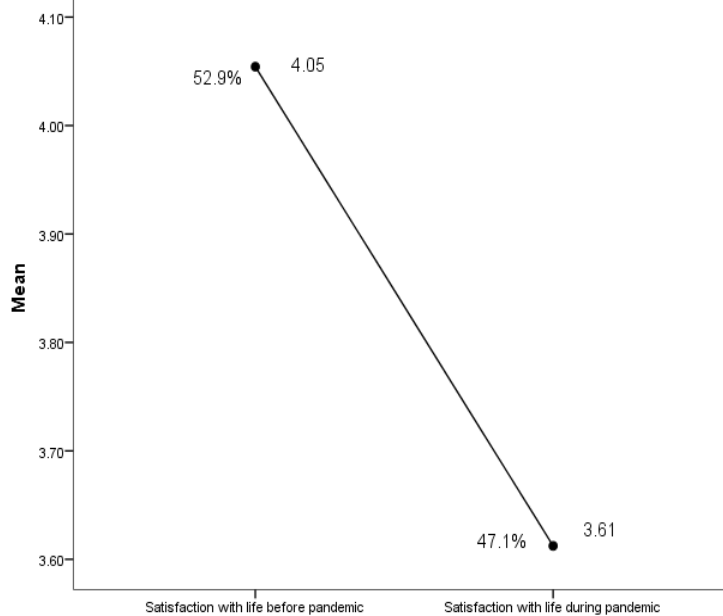
Related Samples Statistics and Related Samples t-test Data for Life Satisfaction Before and During the COVID-19 Pandemic

	<i>t-test data for related samples</i>			
	t	N	Correlation	P
Satisfaction with life before- Satisfaction with life during pandemic.	5.468	129	0.413	< 0.05

	<i>Related Samples Statistics</i>			
	Mean	N	Typ. deviation	Typ error half
Satisfaction with life before pandemic	4.0543	129	.75322	.06632
Satisfaction with life during pandemic	3.6124	129	.92119	.08111

Figure 1.

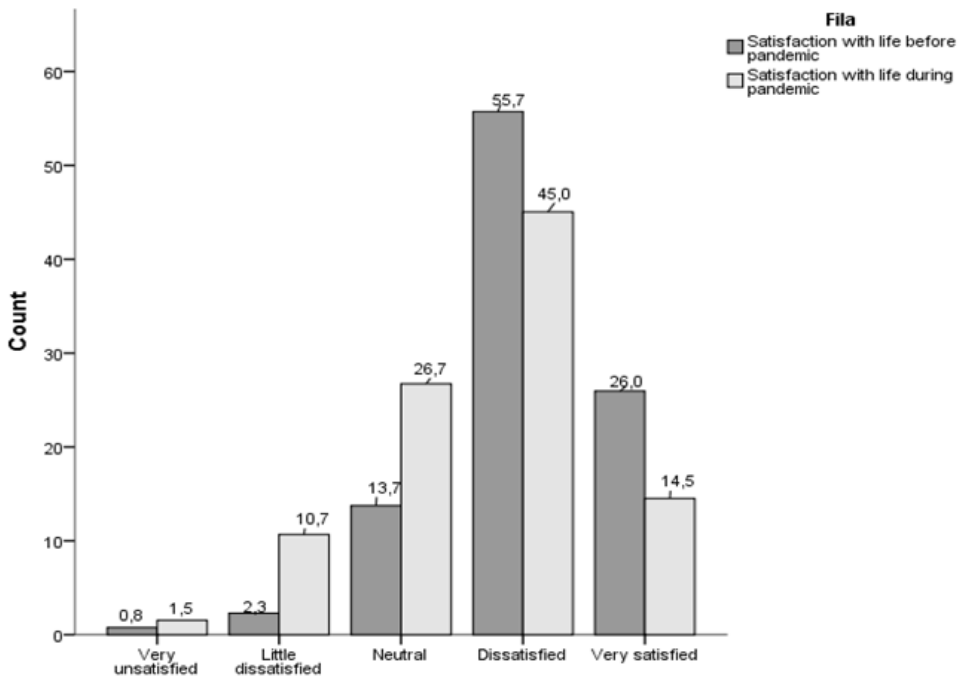
Global data on Satisfaction with Life. Expressed in scores from the Diener et al. (1985), Atienza et al. (2000) and Pons et al. (2002).



Taking into account the means found in each questionnaire and noting that there are marked differences and a decrease in the degree of satisfaction with life, the response categories of the Satisfaction with Life scale are presented (Atienza et al., 2000; Diener et al. al., 1985; Pons et al., 2002) for its interpretation from very dissatisfied, dissatisfied, neutral, satisfied and very satisfied (figure 2), the following can be said: the degrees of satisfaction were better before the pandemic than during . Before the pandemic, 55.7% said they felt satisfied, 26.0% very satisfied, while during the pandemic there was a decrease to 45%, and 14.5% according to the categories mentioned in the previous paragraph. According to the dissatisfaction scores (very dissatisfied, dissatisfied and neutral), these present low percentages before the pandemic, 0.8%, 2.3% and 13.7%, increasing during the confinement period with 1.5%, 10.7% and 26.7% respectively.

Figure 2.

Level of satisfaction with life before and during the pandemic by low, moderate or high category.



Discussion

The objective of this study was to determine the degree of satisfaction with life of university teachers before and during the Covid-19 pandemic. It can be said that 55.7% of teachers perceived themselves to be more satisfied before the pandemic, the opposite occurring during isolation, decreasing this satisfaction to 45.5%. Also, dissatisfaction scores are observed, although, to a lesser degree before the pandemic (0.8% very dissatisfied, 2.3% dissatisfied), this is increased during confinement from 1.5% to 10.7% respectively, and an indifference from 13.7% to 26.7%, before and during the pandemic respectively. According to Paricio and Pando (2020), confinement generated changes in lifestyles and satisfaction in different populations, and the teaching area was no exception. The teaching work was marked by the restrictions caused by the pandemic, which generated changes in their emotional stability, due to excessive work at home and labor challenges presented by the confinement. The pandemic, according to Balluerka et al. (2020) and Robinet-Serrano and Pérez (2020), negatively influenced people's well-being, also due to routine changes, as commented by Álvarez (2020), Oros and Vargas (2020), confinement it has affected

educational staff in their effort to continue teaching in isolation. On the other hand, another study by Quispe and García (2020) and Pressley et al. (2021), similar to ours, comments that life satisfaction was affected in terms of stress, anxiety and fears, due to the workload and changes in education. But beyond the labor part, the simple reason for confinement and confinement, a powerful factor to modify the aspects of personal satisfaction and tranquility.

In relation to the perception of emotional exhaustion, although the pandemic has brought about a series of changes in education and therefore in teaching, the results do not show greater emotional exhaustion in the teaching population (Qurat-Ul-Ain, 2021). However, psychological exhaustion is the dimension that shows the greatest impact, especially in Chilean teachers. This could be explained by the need to make adjustments for teachers to provide distance education, meet the increase in demands, allocate more time to prepare classes, ensure proper connections and follow up on your students; In the specific case of Chile, 63% of teachers consider that they work more and with fewer conditions to carry out their teaching work (Economic Commission for Latin America and the Caribbean [ECLAC], 2020). In addition, problems that have arisen in the face of Covid19 and that have generated wear and tear are added, such as the logistics of teaching, little knowledge about the use of technological tools, difficulties in communication, ignorance of distance education pedagogical activities and the management of socio-emotional aspects caused by confinement (Sánchez et al., 2020; Vargas et al., 2021)

Conclusion

The objective of this study was to determine the degree of satisfaction with life of university teachers before and during the Covid-19 pandemic. The results show the negative influence of the Covid-19 pandemic on the degrees of satisfaction with life before and during the pandemic. Teachers perceived themselves more satisfied before the pandemic, this satisfaction decreasing during isolation. Covid-19 not only wreaked havoc on health, but also negative effects on people's psychological, emotional and social spheres. Although we cannot generalize with the results obtained, however, it can be shown as scientific data of the process experienced worldwide, and which intensely affected without distinction of gender, age or social condition.

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