COVID-19 PANDEMIC IN BRAZIL: IMPACT ON COLLEGE PROFESSORS' LIVES

PANDEMIA DE COVID-19 NO BRASIL: IMPACTO NA VIDA DE PROFESSORES UNIVERSITÁRIOS

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Abstract. The impact of the Covid-19 pandemic on people life habits, especially to education professionals due to measures such as social isolation and home office work, became evident. In this context, our main goal was to verify the impact of the covid-19 pandemic on college professors' lives during its beginning. An analytical, quantitative study was carried out with 340 professors from a private university in southern Brazil with national operations. Data sampling was conducted using Google Forms, in June and July 2020. Sociodemographic, academic and lifestyle information were requested to characterize the participants. Most professors belonged to the age group from 40 to 59 years old and declared themselves to be white and more than half work only in undergraduate courses. The survey results showed that at the beginning of the Covid-19 pandemic, the frequency of physical activities strongly decreased, changes in eating habits, sleep quality and time distribution with the use of electronic equipment. Home office work and work overload generate pressure, anxiety and influence the quality of life of these professionals. This condition can create risks for illness.

Keywords: habits; coronavirus, social isolation; faculty.

Resumo. O impacto da pandemia da Covid-19 nos hábitos de vida da população, especialmente dos profissionais da educação, devido medidas como isolamento social e trabalho home office ficaram evidentes. Neste contexto, o objetivo desta pesquisa foi verificar o impacto da pandemia de covid-19 na vida dos docentes universitários durante o seu início. Foi realizado um estudo analítico, quantitativo com 340 professores de uma universidade privada do Sul do Brasil com atuação nacional. A coleta de dados se deu via *Google Forms*, nos meses de junho e julho de 2020. Para a caracterização dos participantes foi solicitada informações sociodemográficas, acadêmicas e hábitos de vida. A maioria dos docentes pertenciam a faixa etária de 40 a 59 anos e se autodeclararam raça branca e mais da metade atua somente na graduação. Os resultados da pesquisa apontaram que no início da pandemia de Covid-19 diminuiu muito a frequência das atividades físicas; alteração nos hábitos alimentares, na qualidade do sono e na distribuição do tempo com uso dos equipamentos eletrônicos. O trabalho home office e a sobrecarga de trabalho geram pressão, ansiedade e influenciaram na qualidade de vida destes profissionais. Essa condição pode possibilitar riscos para o adoecimento.

Palavras-chave: hábitos; coronavírus; isolamento social; docentes.

1. INTRODUCTION

The World Health Organization (OMS, 2020) classified the disease caused by the coronavirus (SARS-CoV-2 - Covid-19) as a public health emergency of international concern. The Pan American Health Organization (PAHO) considered this pandemic a major threat to physical and mental health. It has affected not only physical well-being but also the entire routine of society with effects that may be related to economic losses, fear of contagion, and death with significant impacts on the mental health of the population (OPAS, 2020).

Given the lack of knowledge of pharmacological measures to cure Covid19, he WHO and PAHO recommended social distancing to contain the virus's significant advances worldwide (Brazil, 2020b). With this scenario, the job market suffered a significant impact, with a 14.7%

unemployment rate recorded in the first 12 months of the pandemic (IBGE, 2021). Some measures were adopted by the government, such as the creation of credit programs and emergency aid, in order to avoid a greater social and economic collapse in the country. Even with the adoption of actions related to the economy in Brazil, little investment was made in adapting proposals for the effective implementation of social distancing. The global population faced an adverse experience due to the serious threat to survival posed by the Covid-19 pandemic, testing individual and collective resources and limits (Brazil, 2020c).

Social distancing was an action recommended by international and national health authorities to contain the spread of the virus. This was the only real way to reduce the speed of virus circulation, control and decrease the number of cases, and deaths resulting from the pandemic. At the same time, other measures were adopted, including hand hygiene, use of alcohol gel, masks, cleaning surfaces and avoiding crowds (Aquino, 2020). These recommendations changed people's daily routines, highlighting the adoption of new habits, leading to frequent states of alertness, concern, and stress. It is estimated that half of the population exposed to an epidemic may develop some psychopathological manifestation, an influence that can affect personal relationships, lifestyle habits, and have detrimental effects on quality of life (Brazil, 2020a).

The pandemic caused by Covid-19 resulted in measures to contain the spread of the new coronavirus, which had an impact on the population's living habits, such as changes in mobility, social distancing and individual and family behavior. Furthermore, guidelines related to social distancing have led to changes in daily life, especially in eating habits, physical activity and sleep quality (Chopra et al., 2020). Prolonged social distancing can lead to boredom, stress and changes in people's lifestyles and behavior. These changes can take time to be controlled, so it is essential to study the impact of Covid-19 on the behavior related to people life habits, especially those that are considered at risk and can develop diseases (Kumari et al., 2020) and psychosomatic pathologies (Fundação Oswaldo Cruz, 2020).

With the change in work routines, Brazilians have engaged in less physical activity, increased screen time, reduced consumption of healthy foods, and increased consumption of cigarettes and alcohol, due to the social restrictions imposed by the pandemic (Malta et al., 2020). In this context, particular attention is drawn to the mental health care of teachers, who have worked remotely from home (Pereira, Santos & Manenti, 2020). Given this scenario, studies on knowledge and social analysis of public policies aimed at promoting the health and quality of life of teachers are necessary. The results could make it possible to establish institutional guidelines to promote actions that will reduce or reverse "post-pandemic" harmful effects.

Faced with the pandemic, college professors had to adapt to changes that occurred in teaching and learning processes, using alternative methodologies to remote teaching, without adequate infrastructure for the development of home office activities. In addition to the work overload to organize, plan and adapt classes to the new teaching model and the lack of knowledge on the use of these new technologies (Leite et al., 2020).

This research emerged with the problem of understanding the changes related to the perception of quality of life among university professors in the face of social distancing caused by the 2020 scenario. Considering the inherent need for socialization in humans and the unknown long-term consequences of this routine change imposed by a pandemic. In this context, it is important that government agencies establish public policies to understand the different realities experienced by professors in pandemic situations, as well as that educational institutions can welcome their faculty. Therefore, the objective of this research was to verify the impact of the covid-19 pandemic on the lives of university professors during its beginning.

2. METHOD

This research is characterized as analytical, with a quantitative approach and carried out in a private university located in the metropolitan region of Porto Alegre, whose sponsor has national operations. The sample size estimated for this study was 286 professors, considering a 5% margin of sampling error. Nevertheless, a total of 340 professors participated in the study, comprising 192 women and 148 men. Eligible participants were professors who were actively employed during the 2020/1 academic semester, regardless of age or sex. Individuals who were on leave at the time of data collection—whether due to health treatment or any other type of work-related absence—were excluded from the study.

Data sampling was conducted through a questionnaire using the Google Forms tool, available for a period of 45 days, between the months of June and July of 2020. The form was sent to the professors, via institutional e-mail, using the communication and marketing department of the university. The instrument was composed of sociodemographic questions (gender, age group, race, physical disability and state of residence), academic information (education level, modality, course) and to verify the impact of the pandemic on the life habits of professors during its initial months (March, April and May 2020) 14 questions were prepared using a Likert scale. These questions addressed themes such as social interactions, financial situation, eating habits, alcohol consumption, physical activity, sleep quality, reading habits, exposure to news, and the use of electronic devices.

The decision to focus on the first three months of the pandemic (March, April, and May 2020) was based on the aim of understanding the immediate impact of the sudden changes caused by social isolation and the abrupt transition to remote teaching. This period represents the initial phase of the pandemic in Brazil, marked by greater uncertainty, the absence of established protocols, and the need for emergency adaptation by professors. Therefore, the study sought to capture perceptions and effects related to this moment of greatest disruption in professional and personal routines, before a possible stabilization or adjustment of practices occurred in the following months.

The results of the nominal variables were expressed by the analysis of frequency and the results of the continuous variables by means of position measures (mean, median) and of dispersion (maximum, minimum value and standard deviation). To verify the association between gender and the variables analyzed, the Chi-Square and Fisher's exact tests were used. In all analyses, $p \leq 0.05$ was considered significant, and performed in SPSS 23.0 software. The research was approved by the Ethics Committee for Research on Human Beings of the Lutheran University of Brazil under the number CAAE-32896020.0.0000.5349.

3. RESULTS

The research had the participation of 340 professors, with a predominance of females (56.47%), aged between 50 and 59 years (37%), self-declared white race (93.5%) and most do not have any type of disability (98.5%). As for the State of residence, Rio Grande do Sul was the predominant one (82%). Regarding professional practice, 68% of professors work only in undergraduate courses, 81% in face-to-face teaching and 58% in the health area.

Changes in the professors' life habits allow us to identify that, regarding the frequency of communication with family and friends, 28.2% decreased a little and 26.8% decreased a lot. Regarding financial issues, for 42.6% there was no change and for 41.8% it decreased a little. As for food, 28.8% suffered a lot of change and 27.9% moderate changes. Most professors (42.4%) did not show changes related to alcohol consumption. The frequency of physical activity decreased to 72.9% and sleep time decreased to 49.6%. Most professors (51.4%) indicated that they spent more time reading news and other contents. A significant association

($p \leq 0.03$) was found between sex and life habits: in women, alcohol consumption increased and there was a change in the hours of sleep (Table 1).

Table 1. Life habits of professors at a private university in the south of Brazil in 2020.

Variables	Female (n=192) n (%)	Male(n=148) n (%)	Total (n=340) n (%)	p
The Covid-19 pandemic has changed how often you communicate with family, loved ones and friends in their daily lives:				0.72
Increased a lot	21 (10.9)	12 (8.1)	33 (9.7)	
Increased a little	38 (19.8)	23 (15.5)	61 (17.9)	
I decreased a lot	50 (26)	44 (27.8)	91 (26.8)	
I decrease a little	56 (29.2)	40 (27)	96 (28.2)	
No change	27 (14.1)	32 (21.6)	59 (17.4)	
The Covid-19 pandemic has changed your financial situation:				0.30
Increased a lot	1 (0.5)	0 (0)	1 (0.3)	
Increased a little	3 (1.6)	4 (2.7)	7 (2.1)	
Decreased a lot	25 (13)	20 (13.5)	45 (13.2)	
Decreased a little	77 (40.1)	65 (43.9)	142 (41.8)	
No change	86 (44.8)	59 (39.9)	145 (42.6)	
The Covid-19 pandemic has changed your eating habits:				0.35
Changed very little	35 (18.2)	31 (20.9)	66 (19.4)	
Changed little	25 (13)	14 (9.5)	39 (11.5)	
Moderate change	52 (27.1)	43 (29)	95 (27.9)	
Changed a lot	51 (26.6)	47 (31.8)	98 (28.8)	
Changed a lot	29 (15.1)	13 (8.8)	42 (12.4)	
The Covid-19 pandemic has changed your alcohol consumption:				0.03**
Increased a lot	5 (2.6)	1 (0.7)	6 (1.8)	
Increased a little	42 (21.9)	26 (17.5)	68 (20)	
I decreased a lot	4 (2.1)	9 (6.1)	13 (3.8)	
I decrease a little	1 (0.5)	10 (6.8)	11 (3.2)	
I don't drink alcohol	57 (29.7)	34 (23)	91 (26.7)	
I stopped drinking alcohol	2 (1.0)	5 (3.4)	7 (2.1)	
No change	81 (42.2)	63 (42.5)	144 (42.4)	
The Covid-19 pandemic has changed the frequency of your physical activities:				0.09
Increased a lot	5 (2.6)	1 (0.7)	6 (1.8)	
Increased a little	16 (8.3)	7 (4.7)	23 (6.8)	
I decreased a lot	83 (43.3)	64 (43.3)	147(43.2)	
I decreased a little	48 (25)	53 (35.8)	101 (29.7)	
No change	40 (20.8)	23 (15.5)	63 (18.5)	
The Covid-19 pandemic has altered your sleep:				0.03**
Increased a lot	5 (2.6)	1 (0.7)	6 (1.8)	
Increased a little	25 (13)	14 (9.5)	39 (11.5)	
I decreased a lot	26 (13.5)	13 (8.8)	39 (11.5)	
I decreased a little	78 (40.7)	52 (35.1)	130 (38.1)	
No change	58 (30.2)	68 (45.9)	126 (37.1)	
The Covid-19 pandemic has altered the time you spend reading. listening or watching news:				0.40
ncreased a lot	27 (14.1)	18 (12.2)	45 (13.2)	
Increased a little	72 (37.5)	58 (39.2)	130 (38.2)	
I decreased a lot	24 (12.5)	12 (8.1)	36 (10.7)	
I decreased a little	18 (9.3)	12 (8.1)	30 (8.8)	
No change	51 (26.6)	48 (32.4)	99 (29.1)	

*Significant level at 0.05.

Table 2 presents the distribution of time spent using electronic devices among professors at a private university in southern Brazil. The results revealed a significant increase (a lot and a little) in screen time among professors during the months of March, April, and May of the pandemic, with 70.5% reporting that the amount of time spent in front of screens (computer,

tablet, cell phone, or television) had increased ($p \leq 0.01$). A similar trend was observed for the use of streaming services, which rose among 57.4% of participants ($p \leq 0.02$), and for social media consumption, reported by 50.6% of professors. There was also an increase in the frequency of sending electronic messages, searching for information online, and engaging in online shopping, reported by 64.8% ($p \leq 0.01$), 68.8% ($p \leq 0.05$), and 42.9% ($p \leq 0.05$), respectively. In contrast, regarding time spent playing electronic or video games, most professors (74.4%) reported not engaging in this activity.

This increase was more frequently reported among female professors (79.2%). A similar pattern was observed for the use of streaming services, with 65 professors (19.2%) reporting that their use increased substantially 38.2% indicating a slight increase; this difference was also more frequent among women ($p = 0.02$). Social media consumption (Facebook, Twitter, Tumblr, Pinterest, Instagram) increased considerably for 14.7% participants and slightly for 35.9% participants. Although the difference was not statistically significant, a higher percentage of non-users was observed among male professors (10.1%).

The behavioral changes were related to the increased frequency of messaging activities, such as WhatsApp, e-mail, SMS, Facebook, and Telegram (34.8%), followed by the search for online information through platforms such as Google, Wikipedia, BuzzFeed, and news websites (21.2%). Both activities showed a considerable increase according to professors' perceptions. Messaging, online shopping, and information-seeking behaviors were reported more frequently by female professors, whereas time spent playing video games was more commonly reported by male professors ($p = 0.02$).

Table 2. Distribution of time in relation to the use of electronic equipment by professors at a private university in southern Brazil in 2020.

Variables	Female (n=192)	Male (n = 148)	Total (n=340)	p
	n (%)	n (%)	n (%)	
How much, in general, did you change the time you spend in front of screens (computer, tablet, cell phone, TV):				0.01*
Increased a lot	152 (79.2)	88 (59.4)	240 (70.5)	
Increased a little	29 (15)	39 (26.3)	68 (20)	
I decreased a lot	3 (1.6)	2 (1.4)	5 (1.5)	
I decreased a little	3 (1.6)	1 (0.7)	4 (1.2)	
No change	5 (2.6)	18 (12.2)	23 (6.8)	
How much has your streaming consumption changed (eg Netflix, YouTube, Amazon Prime, etc.):				0.02*
Increased a lot	47 (24.5)	18 (12.1)	65 (19.2)	
Increased a little	64 (33.3)	66 (44.6)	130 (38.2)	
I decreased a lot	13 (6.8)	1 (0.7)	14 (4.1)	
I decreased a little	7 (3.6)	4 (2.7)	11 (3.2)	
I do not do this	8 (4.2)	9 (6.1)	17 (5)	
No change	53 (27.6)	50 (33.8)	103 (30.3)	
How much has your social media usage time changed (e.g. Facebook, Twitter, Tumblr, Pinterest, Instagram):				0.08
Increased a lot	31 (16.1)	19 (12.8)	50 (14.7)	
Increased a little	67 (34.9)	55 (37.2)	122 (35.9)	
I decreased a lot	10 (5.2)	1 (0.7)	11 (3.2)	
I decrease a little	11 (5.7)	9 (6.1)	20 (5.9)	
I do not do this	9 (4.7)	15 (10.1)	24 (7.1)	
No change	64 (33.4)	49 (33.1)	113 (33.2)	
How often did you change the frequency (excluding for work) that you send messages (WhatsApp, email, SMS, Facebook messages, Telegram, etc):				0.01*
Increased a lot	80 (41.7)	38 (25.7)	118 (34.8)	
Increased a little	53 (27.6)	49 (33)	102 (30)	
I decreased a lot	6 (3.1)	4 (2.7)	10 (2.9)	
I decreased a little	9 (4.7)	4 (2.7)	13 (3.8)	

I do not do this	0 (0.0)	2 (1.4)	2 (0.6)	
No change	44 (22.9)	51 (34.5)	95 (27.9)	
How much has the frequency of online purchases changed (Mercado Livre, Amazon, Americanas, online stores, etc.):				0.04*
Increased a lot	21 (10.9)	12 (8.1)	33 (9.7)	
Increased a little	68 (35.4)	45 (30.4)	113 (33.2)	
I decreased a lot	9 (4.7)	6 (4.1)	15 (4.4)	
I decreased a little	5 (2.6)	9 (6.1)	14 (4.1)	
I do not do this	29 (15.1)	11 (7.4)	40 (11.8)	
No change	60 (31.3)	65 (43.9)	125 (36.8)	
How much have you changed your online information seeking behavior (eg Google, Wikipedia, Buzzfeed, reading website news):				0.05*
Increased a lot	46 (24)	26 (17.6)	72 (21.2)	
Increased a little	95 (49.4)	37 (45.2)	162 (47.6)	
I decreased a lot	1 (0.5)	0 (0.0)	1 (0.3)	
I decreased a little	3 (1.6)	0 (0.0)	3 (0.9)	
I do not do this	3 (1.6)	1 (0.7)	4 (1.2)	
No change	44 (22.9)	54 (36.5)	98 (28.8)	
How much have you changed the time you play video games (eg Xbox, PlayStation, Minecraft, Call of Duty):				0.02*
Increased a lot	0 (0.0)	1 (0.7)	1 (0.3)	
Increased a little	4 (2.1)	13 (8.7)	17 (5.0)	
I decreased a lot	1 (0.5)	1 (0.7)	2 (0.6)	
I decreased a little	0 (0.0)	4 (2.7)	4 (1.2)	
I do not do this	158 (82.3)	95 (64.2)	253 (74.4)	
No change	29 (15.1)	34 (23)	63 (18.5)	

*Significant level at 0.05.

4. DISCUSSION

A set of social, biological and psychological factors, mediated by lifestyles and variables of confinement and isolation from the social circle such as family, neighbors and community negatively affected the self-perception of health of Brazilians during the COVID-19 pandemic (Szwarcwald et al., 2021). For the professors who have participated in this research it was no different. It was possible to identify changes in behavior and life habits during the pandemic.

Regarding eating habits, most professors noticed changes, ranging from increased a lot to increased a little. Similar results were found in populations from other countries, which registered dietary changes in this period. In Spain, there was an increase in adherence to the Mediterranean diet (Sánchez-Sánchez et al., 2020) and changes in eating habits at the beginning of the pandemic, with greater consumption of fresh foods and snacks (López-Moreno et al., 2020).

In Latin America, in Quito, Ecuador, breakfast and lunch times were observed to change (Ordonez-Araque et al., 2021). In Uruguay, various social distancing measures have created a major disruption in different aspects of the everyday life of Uruguayan citizens. The eating habits 51% of them have changed since the detection of the first cases of Covid-19 in the country, The changes were associated with the reduction of family income due to Covid-19 and the strategies to face self-distraction and self-blame (Vidal et al., 2021),

Regarding eating habits of Chinese, during the initial phase of the Covid-19 lockdown, most maintained their usual diet and 38,2% increased their snack intake. For 25% of Chinese, there was a change in body weight, a fact that may also be related to working from home (Yang et al., 2021). In Jordan there was an increase in appetite, weight and number of daily meals. These changes were attributed to the extra free time due to isolation and the obligation to study or work from home bringing significant impacts (Khamees et al., 2022). However, in Hong

Kong, social distancing measures were seen as an opportunity for the population to stay at home and eat healthier (Wang et al., 2021).

In Brazil, the consumption of alcoholic beverages by the population between 50 and 59 years old increased by 15.2% (Fundação Oswaldo Cruz, 2021). In this research, there was also an increase in alcohol consumption by female professors. Similar results were found in 18.8% of the Spanish population (López-Moreno et al., 2020) and 14.0% of the Polish population (Chodkiewicz et al., 2020).

Practice of physical activity promotes emotional benefits, influences the reduction of stress, depression and anxiety, in addition to improving the socialization and well-being of individuals (Sanchez et al., 2019). The frequency of physical activities of professors was lower during the pandemic. This data may be related to the time when the survey was carried out due to social distancing measures. The prevalence of physical inactivity and sedentary behaviors increased during the COVID-19 pandemic among Brazilian adults (Silva et al., 2021).

Studies carried out in different countries have also identified a decrease in the population's physical activity in the initial phase of the pandemic (Malta et al., 2020; Ordonez-Araque et al., 2021; Wilke et al, 2021; Yang et al., 2021). In Spain, there was not only a reduction in the number of people who practiced physical activity, as well as the weekly time used for this (Sanchez et al., 2019).

The period of socioeconomic restriction and the reduction in physical activities of the population of Hong Kong may be related to significant consequences for public health (Wang et al., 2021). According to Wilke et al. (2021), people may have greater susceptibility to viral infections and increased risk of non-communicable diseases due to physical inactivity.

A study with Brazilians identified that the impact of COVID-19 on physical activity and screen time was associated with changes in quality of life and the occurrence of symptoms of anxiety and depression (Silva, et al., 2022). These data are important for proposing new strategies that allow the population to maintain physically active habits during a pandemic.

Sleep quality is a health indicator (Ji et al., 2021; Kilani, et al., 2020) and, in this research, most professors reported changes in sleep patterns due to the pandemic. According to Ji et al. (2021) and Souza et al. (2020) the quality of sleep during the pandemic showed a worsening in its pattern. In the Chinese population, during the initial phase of the COVID-19 lockdown, 45.5% had an increase in sleep duration (Yang et al., 2021). The same result was recorded in the population of Quito in Ecuador (Ordonez-Araque et al., 2021).

The relationship between time of electronics uses and the pandemic was analyzed by Deslandes & Coutinho (2020). Too much information can cause anxiety and the spread of the concept of “global fear”, depending on the linked network. Social networks can provide a set of fake news, discrediting scientific, epidemiological knowledge and health guidelines. In Brazil, among younger adults and those who adhered to stricter quarantine measures, there was an increase in TV viewing and computer or tablet use (Silva et al., 2021). The increase in the time of use of electronic equipment may have occurred due to social isolation and remote teaching.

The Covid-19 pandemic has affected global education systems and contingency measures to maintain their functioning and sustainability were adopted. These measures involved the use of technologies and allowed a significant number of professors to continue with teaching activities, However, there are negative aspects of this type of work, which should be considered, such as the lack of social interaction with colleagues and students (Maia & Bernardo, 2020). Several aspects regarding the perceptions of Ecuadorian professors about their technological skills, access to electronic devices and the implications of teleworking on their mental health and performance were analyzed by Andrade-Vargas et al. (2021).

The results showed that, despite high levels of uncertainty, most professors agreed with the measures implemented by their institutions and reported feeling comfortable with teleworking.

Minihan et al. (2022) investigated occupational stress levels during the COVID-19 pandemic in a sample of 245 professors in Ireland. Sporadic school closures and the shift to online teaching resulted in substantial changes to their professional activities. The study found that 82% of participants had a diagnosis of burnout, and 79% reported work-related burnout. Adverse effects were also identified, including worsening eating habits (34%), sleep quality (70%), and alcohol consumption (33%). Furthermore, 66% of the participants reported low levels of job satisfaction.

In another study, Estrella (2022) analyzed the experiences of English university professors from 20 Ecuadorian polytechnic institutions regarding emergency remote teaching. Overall, the findings revealed that professors were unprepared for the abrupt transition, which led to feelings of anxiety. The most significant disadvantage reported was the increased workload associated with adapting instructional materials and providing feedback to students.

Streaming consumption (Netflix, YouTube, Amazon Prime, etc,) also increased in this period of the beginning of the pandemic, as well as the time of use of social media (eg. Facebook, Twitter, Tumbir, Pinterest, Instagram). Regarding the frequency of messages (WhatsApp, e-mail, SMS, messages via Facebook, Telegram, etc,) there was an increase, probably because it has become one of the easiest and fastest ways to have some social contact, even if virtual.

During the pandemic period, the main source of fun and leisure was watching movies, listening to music and browsing the internet. In this sense, social distancing resulted in an increase in virtuality as a mediator of leisure experiences. However, they can also reinforce inequality of access, given the conditions of virtual media availability (Montenegro et al., 2020). According to Islam et al. (2020), internet use (gambling, video games, social media) and psychological stressors and mood states among Bangladeshi youth and adults may be correlated with lifestyle and online activities during the COVID-19 pandemic. Excessive internet use appears to have been common during this period and young adult were most vulnerable.

In relation to online purchases (Mercado livre, Amazon, Americanas, online stores) an increase was also recorded by professors. In this sense, habits and behaviors have changed, probably due to social distancing, a factor that may have been decisive in the increase in internet purchases or delivery apps. According to Premebida (2021), these technologies have helped to develop various sectors of the economy, such as retail (electronic commerce), transportation, education (online courses), health and social interaction (social networks).

5. CONCLUSION

The impact on the life habits of professors at a private university in the south of Brazil was identified through changes that occurred due to the face of the Covid-19 pandemic. The decrease in the frequency of physical activities and leisure, changes in eating habits and sleep quality, increase in domestic obligations and distance in family relationships had an impact on the quality of life of college professors. Emergency home office work and the work overload for university professors, combined with the lack of mastery in the use of technologies associated with the context of self-demand and pressure from educational institutions had an impact on the quality of life of these professionals. This may lead to a greater risk for the emergence of psycho-emotional diseases.

Changes in behavior and habits in the immediate adaptation to the pandemic period identified the need for educational institutions to promote planning, training and reception actions aimed at promoting the health of their professors. A management by the educational institutions that accompanies professors in professional activities and that are close and sensitive to recognize the limitations of this process and previously identify signs of psycho-emotional illness can prevent aggravation of the health status of their faculty.

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