The nursing teacher: a sociodemographic...



### **ORIGINAL ARTICLE**

# THE NURSING TEACHER: A SOCIODEMOGRAPHIC, LABOR AND HEALTH **ANALYSIS**

## O DOCENTE DE ENFERMAGEM: UMA ANÁLISE SOCIODEMOGRÁFICA, LABORAL E DE SAÚDE EL DOCENTE DE ENFERMERÍA: UN ANÁLISIS SOCIODEMOGRÁFICO, LABORAL Y DE SALUD

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Objective: to analyze the sociodemographic, labor and health characteristics of teachers. Method: This is a quantitative, observational and cross-sectional study carried out with 65 Nursing teachers, using a questionnaire. Data were processed by simple statistics. Results: high female prevalence was observed in the most incident age group over 50 years old. It was declared the majority (75.35%) of the white race, fulfilling weekly regime of 40 hours weekly. It was noticed, with the beginning of the teaching activity, that there was an increase in the number of cases of chronic diseases in about 40%, however, not all the population associated these diseases with the work activities. 89.2% of the teachers were adequately fed, and the practice of physical activity was not common, but almost all the population (93.8) spent leisure time. Conclusion: the work of the teacher is strongly influenced by the form of production based on the neoliberal model, which raises the work rhythm and promotes the polyvalence of the worker. *Descriptors*: Teachers; Nursing; Worker's health; Nursing Education; Professional performance; Health Profile.

#### **RESUMO**

Objetivo: analisar características sociodemográficas, laborais e de saúde dos docentes. Método: trata-se de um estudo quantitativa, observacional e transversal, realizada com 65 docentes de Enfermagem, utilizando-se um questionário. Realizou-se o tratamento dos dados pela estatística simples. Resultados: constatou-se elevada prevalência feminina, na faixa etária mais incidente acima dos 50 anos. Declarou-se a maioria (75,35%) da raça branca, cumprindo regime semanal de 40 horas semanais. Percebeu-se, com o início da atividade docente, que houve aumento no número de casos de doenças crônicas em cerca de 40%, contudo, nem toda a população associou estas doenças às atividades laborais. Alimentavam-se adequadamente 89,2% dos docentes, e a prática de atividade física não foi comum, mas quase toda a população (93,8) dedicava tempo ao lazer. Conclusão: encontra-se o trabalho do docente fortemente influenciado pela forma de produção pautada no modelo neoliberal, que eleva o ritmo laboral e promove a polivalência do trabalhador. *Descritores*: Docentes; Enfermagem; Saúde do Trabalhador; Educação em Enfermagem; Desempenho Profissional; Perfil de Saúde.

### **RESUMEN**

Objetivo: analizar las características sociodemográficas, laborales y de salud de los docentes. Método: se trata de un estudio cuantitativo, observacional y transversal, realizado con 65 docentes de Enfermería, utilizando un cuestionario. Se realizó el tratamiento de los datos por la estadística simple. Resultados: se constató elevada prevalencia femenina, en el grupo de edad más incidente por encima de los 50 años. Se declaró la mayoría (75,35%) de la raza blanca, cumpliendo régimen semanal de 40 horas semanales. Se percibió, con el inicio de la actividad docente, que hubo aumento en el número de casos de enfermedades crónicas en cerca del 40%, sin embargo, no toda la población asoció estas enfermedades a las actividades laborales. Se alimentaban adecuadamente el 89,2% de los docentes, y la práctica de actividad física no fue común, pero casi toda la población (93,8) dedicaba su tiempo al ocio. Conclusión: se encuentra el trabajo del docente fuertemente influenciado por la forma de producción pautada en el modelo neoliberal, que eleva el ritmo laboral y promueve la polivalencia del trabajador. *Descritores*: Docentes; Enfermería; Salud Laboral; Educación en Enfermería; Rendimiento Laboral; Perfil de Salud.

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#### INTRODUCTION

It is understood that work is a conscious goal-oriented human activity; it is therefore not only the capacity intentionally create new objects, but also new relationships between men and women that, in addition to providing for their material survival, it is experienced as an ideal, a possibility of ascension and social recognition.1

Work is increasingly taking on a central role in people's lives, with paradoxical consequences for the physical, psychological and social integrity of the workers, which can have repercussions on the socioeconomic configuration, the achievements or the incarcerations, and especially on health or disease.<sup>1</sup>

Changes in the world of work vary according to the different political-economic and social processes that influence the organizations of work and the life of workers. There has been a great modernization in different areas, such as the technological issue, for example, which has introduced a new paradigm based on flexible production, polyvalence of the worker, intensification of work pace, horizontality of production and self-monitoring.<sup>2</sup> In addition, the management models have also undergone quite significant changes. There is a strong neoliberal influence in the work models, which has led to changes in the content, nature and meaning of work that end up influencing the work organization.3

These changes in the structure of the work have brought some paradoxical prescriptions to the professionals, and there is always a higher goal to be achieved, however, the resources offered to achieve these goals are minimal. They end up inserting workers in a fertile ground for illness, due to the constant feeling of being below the expectations of the institution, and can generate mental illnesses such burnout. voluntary as servitude syndrome, depression and pathological anxietv.<sup>2</sup>

It is reported that, within the scope of teaching work, there is no transformation of something material, and the end product of this work is the teaching-learning process, however, the need to meet goals is also present.<sup>3</sup> The professional is immersed in this activity in teaching, research and extension and, in addition to these activities, this professional, at many times, participates in management, pedagogical planning, research guidelines, student performance evaluation and of extensionist activities as a way of

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sharing and offering technical and scientific knowledge to the community, among other functions.<sup>3-4</sup>

It should be emphasized that teaching work also has a physical potential, because in their daily lives, it is usual for these professionals to adopt static positions for long periods of time. In university professors, a study carried out in the last decade found a high number of diseases inherent in the process and the organization of work, called professionals or work-related. These are linked to the following factors: the rhythm and intensity of the work, the noises, the vibrations, the charges for productivity and the need for uninterrupted updating.<sup>3</sup>

It has recently been revealed in a research that teaching work has resulted in cases of emotional disorders such as depression, which is the most recurrent, mood disorders, anxiety, traits of schizophrenia, mania and bipolarity, <sup>5</sup> in addition to complaints related to psychic functioning, such as mental fatigue and nervousness.

Teachers often also suffer from diseases of respiratory system, musculoskeletal system and connective tissue, but despite the increase in withdrawals due to work-related illnesses and early retirements, it is known that the teaching activity is not only permeated by for suffering and illness. There elements also that protect subjectivity of the worker, such as: the feeling of usefulness; of contribution with the training of reflective and critical professionals and useful for society; the good interpersonal relationship with students and peers and the possibility of a better society through the socialization of knowledge.4-6

In this perspective, the elaboration of strategies that reinforce these elements, is necessary, besides measures that seek the promotion of health and prevention of damages to the physical, mental and social integrity of this working class.

In view of this context, he identified himself as a research problem: "What are the sociodemographic, labor and health characteristics of the nursing professors of a public university in the State of Rio de Janeiro?".

#### **OBJECTIVE**

• To analyze sociodemographic, labor and health characteristics of Nursing teachers.

### **METHOD**

This is a quantitative, observational, crosssectional and descriptive study, carried out

with nursing faculty members of a nursing college belonging to a public university in the State of Rio de Janeiro, Brazil. This college is organized in four departments, namely: Nursing Basics; Public Health Nursing; Medical-Surgical Nursing and Maternal and Child Nursing.

Qualified teachers, as inclusion criteria for the respondents, were considered to fit in the four departments of the College of Nursing; belonging to the assistant, assistant, associate or holder's board; with effective statutory employment and in full exercise of their duties for more than two years in the period of collection. Teachers who were away for medical leave, holidays or any other type of leave were excluded from the collection; teachers and teachers directly involved in the research.

It is indicated that the total number of teachers during the collection period was 125, however, when applying the exclusion and inclusion criteria of the study, the target population was 72 teachers. It is understood, however, the possibility of refusal of the participants, as foreseen in the Free and Informed Consent Term, and it was necessary to calculate the minimum population sample, using a sample error of 4%, with a confidence interval of 95 %, resulting in 65 teachers.<sup>7</sup>

A questionnaire with open and closed questions that addressed sociodemographic, health and work variables was used as data collection instrument, and the data was collected between March and April 2016.

The data was entered into an appropriate database, created from the MS-Excel program, in its 2011 version, for Mac - OS X El Capitan 10.11.4. After the insertion of these data in the bank and information conference, we applied filters for each of the questions addressed in the questionnaire, and a descriptive analysis was performed with simple statistics for all the variables worked. Data was presented in the form of tables and graphs, and only data that showed greater numerical relevance were brought to the discussion.<sup>7</sup>

The ethical aspects provided for in Resolution 466/2012 of the Research Ethics Committee Involving Human Beings were followed by the research, under the protocol number 1,392,398.9

#### **RESULTS**

It was found, through the investigation of the variables contained in the questionnaire, different characteristics of the study population allocated in the three groups The nursing teacher: a sociodemographic...

analyzed (sociodemographic, labor and health). Age, sex, color/race, length of training, teaching time, marital status, net income as teacher, net family income and professional qualification were evaluated in relation to socio-demographic characteristics.

It was evidenced that the age of said population varied between 33 years and 66 years and that the respondents aged between 50 and 59 years were the majority of the population (60% - 39). It was observed that the female population was the majority (78.45% - 51), and there was also a predominance of white people (75.35% - 49), with no indigenous respondents, and only 1.55% (1) declared black. As opposed to the time of training, apopulation studied, with at least ten years of training and the time at the same time was found, of 45 years, was presented, with a greater expression of teaching time between 11 and 30 years (73.85% - 48). In relation to marital status, 56.9% (37) of the married population or living in a stable union were declared, with net income as a teacher exceeding six thousand reais a month to 66.15% (43) of participants, and income was over five thousand and one reais for almost the entire population (93.8% - 61). It was indicated that, for more than half of the studied population, they had at least one specialization and held a doctorate degree (66,15% participants (6.15%), besides having the specialist and doctorate degree, also had the title of postdoctor.

It was chosen to insert, although a number of sociodemographic variables could report to the same group of labor variables, some of them into this group. The following variables are presented as labor characteristics: work regime, respondent's time in teaching activity, involvement with research development, functional position, other employment links, weekly hours dedicated to teaching and time invested with teaching on weekends.

It should be noted that more than half of the studied population took the post of assistant professor (63% - 41) followed by the assistants (20% - 13), associate professor (10% - 7) and professor (6% - 4). It was reported that about half of the respondents were in a scheme of at least 31 hours a week devoted to teaching (50.78% - 33). It exceeded this workload by 41 hours a week for a considerable part of the population (21.53% - 14). In addition to the weekly workload, 37% (24) of the population was told to dedicate three to four days at the end of the month to continue their teaching activities; 30% (19) spent one to two days; 12% (8) used at least

six days of weekends; 3% (2) used every day and 10% (7) reported working sporadically, while 8% (5) abstained from this question.

In addition to the activities strictly related to the teaching career, the respondents were involved in other tasks related to teaching work in a university, specifically research and extension, and in this sense, 75.35% (49) were involved in research and extension activities. It was also verified that 43.05% (28) assumed some managerial position, while the other 56.95% (37) stated that they did not develop pedagogical or administrative management. These positions were referred to management of periodicals, coordination of pedagogical area or discipline, department heads, deputy director and internal ombudsman.

According to the results found, it was possible to verify that 35.35% (23) of the population did not work only as a teacher, thus, were inserted in the job market performing another assignment, characterized as assistant nurses, managers, auditors, among others; 63.05% (41) worked only as a teacher and 1.6% (1) did not report this question.

In the scope of health characteristics, the following variables were considered: absences from work for reasons unrelated to vacations or leave due to reasons related to health, vacation or premium leave; diseases that professionals had before teaching; chronic health problems; relation of the health problem with the work activity; time to rest during the working day; number of daily meals and type of meal; practice and frequency of physical activity; leisure time and type of leisure activity.

It was pointed out that absenteeism at work on grounds not related to vacation or leave was relatively low, totaling 20% (13) of the population, and 6.15% (4) did not report if there was absence during that period. Thus, 73.85% (48) did not take leave from work. These absences were caused by the need for surgeries and radiotherapy, musculoskeletal problems and follow-up of a sick family member.

It was verified that a small part of the population had some disease before beginning work activities in teaching (7.7% - 5), and of this group, the diseases reported were Diabetes Mellitus (DM), systemic arterial hypertension (SAH), hypothyroidism, bronchitis, fibromyalgia and disc herniation. However, there was an increase, after the insertion of professionals in the teaching work, 41.5% (27) of the participants who presented chronic diseases to 49.20% (32),

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and, of the total population, 4.6% (3) did not respond to this question. Metabolic disorders, such as hypothyroidism, have been referred to as chronic diseases; comorbidities (DM, SAH, obesity); musculoskeletal problems; minor psychic disturbances; autoimmune, neurological or vision related diseases.

In relation to posibility of rest during work hours, it was registered that 71,8% (47) of the participants were not able to rest, and 73.9% (48) reported not being rested because they had many activities to be carried out; of the population that reported being able to take work breaks (29.2% - 19), there were reports that rest basically happened at lunchtime.

It was verified, in relation to the number of meals, that 75.35% (49) of the population investigated had three to four meals a day; 9.25% (6) ate once or twice daily; 13.85% reported having five to six meals a day and 1.55% (1) reported consuming more than six meals a day. The majority of these meals (89.2% - 58) were considered adequate (breakfast, lunch, dinner, supper) and, of the percentage of the population that reported eating fast snacks (10.8% - 7), 57.15% (37) had only one or two meals a day, and the other 42.85% ate three to four times a day; in addition, of this percentage of teachers who ate fast snacks, only 14.3% (9) practiced some physical activity.

It was found that 69.2% (45) of the teachers practiced some physical activity, ranging from two to seven times a week, with the following physical activities: walking, bodybuilding, Pilates, yoga, swimming, diving, track, climbing, squash, aqua-gymnastics, tracking, functional training, running, stretching and spinning.

It is inferred that the practice of leisure activities was frequent among the participants (93.8% - 61), and the leisure activities developed were: cinema, beach, trips and tours, theater, shows, picnics, dance, sports, meetings with friends, reading, shopping, television, club, swimming pool, volunteer work and cooking.

#### **DISCUSSION**

# ♦ Socio-demographic profile of nursing faculty members

In the sociodemographic context, a prevalence of teachers with more than 50 years can be evidenced. This fact is explained by the fact that, in order to work in university teaching, it is necessary to present a high level of academic qualification, since before working as a teacher in the functional categories instituted at the investigated

university (assistant, assistant, holder and associate), the professional must at least complete the Stricto sensu postgraduate masters level (at least two years). 10 This reality is similar to other universities and also to other countries. It is shown in a study carried out in Australia that the teaching workforce is mostly composed of people over 45 years old, which reinforces the findings of this research; In addition, the study mentioned still shows that, among the professions that have a high percentage of workers over 50 years of age, teaching leads the ranking, with teachers over 50 years of age making up 62.8% of the force of work.11

It is noted that the great majority of the teachers investigated in this study are women, and this configuration has, as a cause, higher female schooling, whose permanence in school jobs is higher than in men. This contrast, which begins in elementary school, is reflected in the more advanced levels of education.<sup>12</sup>

It is added that, tied to this social characteristic, there is another component that explains the prevalence of female teachers in Nursing, since, historically, those roles that turned to caring, educating and serving were understood as a gift or vocation of the woman, which reflects the current profile of the profession. 12,13

Considering the high prevalence of women in the study and the most frequent age range around the age of 50, a high prevalence of married teachers or living in a stable union was expected, based on pre-established and archaic social theories and concepts. 10 However, this finding points to a change in social customs, since the woman, who was formerly prepared to take over the activities of the home and to marry, began to get increasingly valued positions in the labor breaking this long-established paradigm in society. In this sense, it is pointed out by the study that a characteristic of the present-day society is this paradigm break with the rise and economic autonomy of women.12

It is identified, starting from the racial question, that there is a significant predominance of white people (75.35% - 49) among the participants, which is not characteristic of the Brazilian population, which is marked by a high miscegenation among white and black, causing a high prevalence of brown and black individuals. This can be interpreted, however, by the possibility that brown and black people have access to higher education. It is observed that, over time, there were no major changes

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in the color/race profile of the population with higher levels of education, since among the teachers, even those with less time of insertion in teaching, the predominance is still of white people, evidencing that there is still much to do to socialize the access of black people to jobs that demand highere schooling.<sup>14</sup>

In recent years, the Brazilian Institute of Geography and Statistics (IBGE) has shown a change in the profile of black and brown populations. The percentage of the brown population, according to the 2012 census, increased from 38.5% (25) to 43.1% and the black population rose to 7.6% (5) (previously 6.2% - 4); consequently, the white population fell from 53.7% (35) to 47.7%, when compared to the 2000 census. There was another considerable change in the number of black people entering higher education. It can be seen that these changes that have been taking place in the racial profile tend to trigger a change in the profile of higher education professionals in the labor market and, possibly, university professors. 15

It is possible to observe, with regard to the salary question, the results obtained, that, practically, the whole population presents an income greater than the value predicted by the regime of the university in question. This is due to the fact that, at the university level, it is possible to find a job and salary plan that often results in more benefits for teachers than in other professions, since they enjoy benefits, aids, awards, bonuses, gratuities, among others.<sup>4</sup>

It is also noted that almost all the population has a net family income of more than R\$ 5.001.00, but it should be noted that the quality of life is not only based on the question of the amount received. Factors such as access to health, education, as well as a variety of domains, such as economic resources, relationships, time for work and leisure, are encompassed by quality of life. At the same time, it has been pointed out that teachers have experienced difficult times in which they experience reduced standards of quality of life coupled with the intensification of work and, in this sense, have to resort to more than one job to guarantee a certain maintenance of the status quo. The teachers experience a reality in which there is high charge, high demand and a low return for the work performed, reflecting, indirectly, in health and job satisfaction. 16

#### ♦ Nursing teachers' work profile

It was found, from a work perspective, that the positions held by the teachers varied and there was greater representation of the

position of assistant professor; thus, to act as assistant professor, the prerequisite is to have the title of PhD. It is known that the PhD among Brazilian professionals is a title highly valued due to the lack of professionals with this degree, especially among nurses, whose first doctorate course dates from the 1980s.<sup>17</sup>

It was observed that, although teachers have a pre-established weekly work regime, there are differences in the hours actually spent on work activities. According to the study, teachers who exceed this workload are evidenced, and this is not a reality restricted to the field studied. This increase in working hours is observed in other universities in Brazil, such as in the State of São Paulo, for example, where teachers have accumulated a workload of 70 hours per week. <sup>16</sup>

Another question was examined in this study, which was the high demand for work, which generates the need to perform work activities also on weekends and holidays, because during the working days, the tasks demanded cannot be accomplished work organizations. For this reason, the versatility and multifunctionality of the teacher is envolved, as required by the current productive model based on the precepts of neoliberalism, which captures the subjectivity of the worker, using it in favor of greater productivity.<sup>5</sup>

Added to these demands is the finding that a considerable portion of this population assumes management positions. It is known that a managerial position in a public university requires more other skills, such as the power of political articulation, empathy, a high capacity to withstand the pressures of professional collectives, as well as the domain of knowledge proper to personnel and pedagogical administration. It is understood, from this perspective, that such positions increase the pressure on the teacher and generate psychophysical wasting; therefore, task, together with the described above, can generate dissatisfaction, suffering, discontent and which characterized as potential situations to cause illnesses.5

It is teaching in the current context of the world of work, which continually uses innovative and varied technologies, which demand high productivity, which puts pressure on the teacher to learn and apply new knowledge and also imposes competitiveness among peers, as a profession with a high potential to make workers sick. It is also emphasized that the devaluation of salaries by teachers, impelling them to take on another job or even multiemployment, besides having

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a negative impact on health, can also compromise the quality of education.<sup>16</sup>

#### **Health Profile of Nursing Teachers**

The percentage of teachers who moved away from work in the last year, for reasons related to the disease, found in this research, of the result captured in another study is far from this study. According to this study, a high rate of remoteness was found, although this percentage was not mentioned, whereas in this study this percentage was low (20% - 13). 19

It approaches, in another way, with regard to the reasons for absences, the data found in this research from other researches. In another study, the absence of teachers due to illness was characterized by musculoskeletal and respiratory diseases, some psychic disorders such as depression, anxiety, among others. <sup>22</sup> It should be noted that, in the United Kingdom, corroborating the results found, musculoskeletal diseases are the main causes of absences related to diseases, showing that this fact is not isolated and reaffirming some data found in this research. <sup>21</sup>

In addition, the data on the presence of diseases before the beginning of the teaching career are analyzed. Reflections are allowed on the low percentage of participants who reported presence of illness prior to teaching practice about the process of becoming ill during the working life. These reflections are permeated by the understanding that the world of work, in spite of allowing access to goods and services, to enable a sense of utility and belonging to a group, invariably spurs the worker, especially in the way it is currently configured. It was identified, therefore, that this group was inserted in the teaching declaring itself healthy, nevertheless, it was registered that, during the exercise of this function, acquired illness, that may or not be related to the work.23

It is believed that, with the beginning of the profession and the passage of time, there was an imbalance, a reduction of physical capacity or a deterioration of health. One can associate this change with the technical-scientific requirements of the profession related to working conditions, however, this situation could not be proved in this study, first, because the participants do not make such articulation and also because this was not the objective of this study.

It is reflected, in relation to the participants' non-perception about the articulation of the process of illness with work, that it is possible to have a dynamic of personal blame, which imposes on the worker

the responsibility of the health problems and removes the fault of the organization and of the work process, because in the current configuration of the world of work, in which subjectivities are captured and the possibility of alienation of the worker is increased, the capacity for reflection and criticism can be blunted so that many professionals do not realize that the environment in which they are acting can be a promoter of diseases and still believe that the acquired diseases are the result of a personal disorder.<sup>24</sup>

It is observed that among the professionals who associated the teaching activity with the acquired diseases, that there is a common tendency of the results of this study with the results pointed out in other studies. It was verified by these studies that, after the insertion in the teaching, the professionals respiratory, musculoskeletal, acquired digestive problems, some psychic disorders. 4,20,25 metabolic Another carried out in Rio Grande do Sul (Brazil) shows the presence of psychic disturbances among teachers, as well as the presence of musculoskeletal problems. 18

Such health problems are also present on the international scene. For example, in a research developed in Australia, the presence of mental imbalances, such as anxiety and depression, and changes in the pattern of sleep and rest among university teachers. It is concluded that, although it is not evidenced in the literature, the presence of all the health problems captured in this research, it must be concluded that some of these problems are common in the teaching career, as they are frequently mentioned in national international studies.<sup>26</sup>

Among the causal factors found in the literature, work overload and the need to perform multiple tasks are cited as responsible for illness. This research was also mentioned in this research, since the participants declared the shortage of breaks and rest during the working day as they also mentioned the use of the weekend to account for the multiple labor activities that were demanded of them. 4,27,28

It is pointed out that due to the intense collection for productivity, many teachers end up giving up the time to take care of themselves, rest and leisure to fulfill the demands of work, however, these demands are constantly renewed, which ends up becoming a vicious cycle in which this professional is always in a state of anxiety and alert, because the tasks never stop and, therefore, he must always be producing. In this sense, the risk of these teachers acquiring

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illnesses, especially those of a mental nature, is increased.<sup>28,29</sup>

It is necessary to investigate, in relation to the food variable, the type of meal consumed and the frequency with which the teachers were fed. It was observed, in this sense, that the routine of healthy eating was prevalent (89.2% - 58) among the participants. It has been asserted that a balanced meal assists in the maintenance of health and in the prevention of many diseases, translating into better quality of life. It is referred to by the precept that "you are what you eat", to the fact that the quality of a diet can determine how the human being looks, how they act and feel; In addition, the chemical components found in the human body (water. carbohydrates, fat, proteins, vitamins and minerals) are also found in contributes, therefore, by means of balanced and frequent diet, for a good metabolism, reducing the propensity damages in the health.30

It is added that, in addition to eating, the practice of regular physical activity is also a factor that helps to maintain health and prevent injuries, since it is one of the main factors that can influence the quality of life at work. It is reported that, according to the scientific literature, the regular practice of physical exercises, whether continuous or regular, is extremely important for the prevention of occupational diseases, but in order to have a positive health outcome, it is necessary that the individual practices at least two and a half hours to five hours of moderate to high intensity physical activity during the week, a fact that is evidenced among teachers who affirmed to practice physical activity.30

is reduced, from a psychosocial perspective, by physical activity, the feeling of stress of the people; in addition, there is evidence that aerobic exercise, for example, improves the cognitive process and also helps preserve memory. The self-image factor is also related to the psychosocial perspective of physical activity, since people who practice it tend to feel more attractive, raising selfesteem. In the physical question, the practice of this type of activity evolves, personal agility, providing improvement in circulation and preserving physical functions over the years when compared to sedentary people. The maintenance of blood pressure is also aided and it contributes to longevity.<sup>25</sup>

It is said that leisure, in addition to physical activity, is another activity that also provides benefits to the health of the worker. Leisure is considered as a health condition, as

well as food, housing, environment, among others; however, the overload imposed on Nursing teachers has offered little time for rest, leisure and time invested with the family.<sup>18</sup>

It is necessary, because of this high labor demand, coming from the various tasks to be performed, the university professor working in the time that would be destined to the leisure, having impacts in the physical and psychological spheres, as well as difficulties in the familiar relation.<sup>27</sup>

However, even with the scarcity of leisure time, one can see that Nursing teachers, in their great majority, still find moments to insert the fun in their daily life. It is revealed that the findings of this study are compatible with those of another study that found that the teachers practiced leisure and that the most frequent fun was the cinema.<sup>20</sup>

#### CONCLUSION

concluded the lt is that many of sociodemographic, labor and health characteristics of Nursing teachers intertwined with the historical trajectory of Nursing and teaching, emphasizing the fact that the majority are female, married or living in a stable union. It was also noted that large portion declared themselves unmarried, a fact that may suggest a change in some paradigms that have long been ingrained in society.

It is added that another data that presented a perspective of change was the variable race, because, unlike the Brazilian population, there was a low prevalence of black teachers, however, due to the recent insertion of affirmative policies in the society, it is expected that this data will be modified.

It was found that the majority were over the age of 50 and had been teaching for over ten years. This fact is shown as positive for the institution in question, since, besides these professionals having qualified during this time, it is observed that they have crossed the intricacies of the profession, being able to improve its modus operandi.

In relation to the qualification of these teachers, more than half have a doctorate degree and a large part have other specializations, and due to the career plans policy that the institution under investigation possesses, this fact makes their net income professionals present above base salary.

It was verified that the majority of the teachers (78.45% - 51) investigated carried out the teaching-research-extension tripod, and that a considerable part also works in

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managerial activities. It turns out that the working regime of this population is predominantly 40 hours a week and many have stated that they spend more time than stipulated to meet their labor demand. For this reason, the teaching work is impregnated by the neoliberal precepts, demanding from these professionals polyvalence, multifunctionality and, often, they give up their free time in favor of work.

In terms of the variable health, a small percentage (5 = 7.7%) of the population had chronic diseases prior to their insertion in work activities, and with the onset of teaching activity, there was a considerable increase in the number of cases of these diseases, being more prevalent: metabolic disorders. comorbidities, musculoskeletal problems, disorders, minor psychic autoimmune, neurological or related to vision. It was noticed that, despite this increase, there were not a large number of departures in the last year.

It should be noted, however, that some teachers did not point out their illness as an occupational background, which raises the question of whether this illness really has no relation with the work dynamics of teachers or if these teachers are in a process of denial. It is also necessary to analyze, together with this professional group, the context in which they are inserted and the repercussions of this context on health and work developed, in order to make these teachers increasingly critical and aware, possibilities for improving working conditions.

It was found that, for the majority of the teachers (89.2% - 58), they eat healthy food, spend part of their time in leisure activities. but could dedicate more time to the practice of physical activities. It is advised, based on the assumption that the practice of physical activity assists in the maintenance of health and in the prevention of injuries, the educational institution to encourage such practice in its workers. The study was limited due to the strike scenario in which the field studied was in the period of data collection. in the sense of reaching the totality of teachers, because, because they were not completely inserted in their activities in this period, there was then, difficulty in accessing some teachers, adding to those cases that, even after consecutive attempts, did not return the request for participation in the

Finally, it is verified that the studied phenomenon is relevant for teaching in Nursing, since it presents reflections and discussions about the health of the worker

and, mainly, it addresses the teaching professional that is often neglected in the context of the health of the worker. It is also observed a need for new research and interventions that provide a better working condition for these professionals who work in health, but who sometimes do not have a concern for their own health.

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