


QUALITY OF LIFE AND SUBJECTIVE WELL-BEING IN HIGHER EDUCATION TEACHERS: AN INTEGRATIVE LITERATURE REVIEW

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ABSTRACT

Higher Education Institutions (HEIs) require teachers to be qualified in their field of activity, with fundamental understanding and professional experience in their universe of mediation with knowledge. The varied demands stem from the responsibilities related to teaching, research, and extension. Teaching work can be understood from the constant exposure to challenging conditions of a psychosocial nature, which can lead to a process of destabilization in the organic, existential, and identity spheres, impacting the quality of life and subjective well-being of these professionals. This study aims to analyze data on the quality of life and subjective well-being of teachers who work in Higher Education Institutions. To this end, an integrative literature review was used, which analyzed the academic publications available in the Electronic Library Online (SciELO); journal platform of the Coordination for the Improvement of Higher Education - CAPES; Education Resources Information Center (Eric); Latin American and Caribbean Literature in Health Sciences (VHL-LILACS). The time cut was delimited in a period of 10 years (2014 -2024). The results revealed the identification of low levels of satisfaction, subjective well-being, and quality of life related to work and teaching practice. The evidence indicated the urgent need for further investigation into the factors that affect the quality of life and well-being of teachers in higher education, in addition to highlighting the importance of implementing actions aimed at promoting the health of these professionals, which would result in improvements in quality of life and well-being. And consequently, in the improvement of the educational process, in teaching-learning and the entire educational scenario.

Keywords: Quality of Life. Subjective Well-Being. Teacher. Higher education.

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INTRODUCTION

The teacher is seen as a professional with an absolute connection with the educational sector and society. Teaching in higher education determines that its professionals have qualifications in their field of activity, with fundamental understanding and professional experience in their universe of mediation with knowledge. Thus, updates and continuing education need to be constant for professional improvement (ARALDI *et al.*, 2022).

Teaching is evidenced as a differentiated and complex work occupation as a result of interference in educational policies and the relations between the university and society (CAMPOS; VÉRAS; ARAÚJO, 2020). Currently, the composition of teaching work in higher education can configure exposure to stressful conditions and physical and emotional exhaustion, which can evidence the probability of the emergence of discomfort and illnesses triggered by the work environment (PINHO *et al.*, 2023). The various requirements come from teaching, research and extension attributions, which are often carried out in the face of competition for resources, dedication to career progression and management activities (BOSI, 2007; SANTOS *et al.*, 2016; FIELDS; VÉRAS; ARAÚJO, 2020).

The academic environment of Higher Education Institutions began to employ objective strategies aimed at meeting the needs of entities that finance, regulate, evaluate, and supervise research and graduate actions in universities, guiding the performance of educators (BORSOI, 2012). Such characteristics and work dynamics promote an exhaustive work practice that must be managed and incorporated into other circumstances and actions performed by teachers in the context of their private lives (GARCIA, BENEVIDES-PEREIRA, 2023).

The aspects related to the teaching work can be contextualized by the multi-exposure to destructuring conditions of a psychosocial nature that triggers a process of organic, existential, and identity destabilization, configuring a pathogenic work (LEMOS, 2014). Such facts lead to a reflection on work, which is considered a condition that significantly interferes with the quality of life and well-being of the individual.

Teachers are in a critical work context, with experiences of pleasure/suffering that are both positive (professional fulfillment) and negative (professional exhaustion), but in the search for a psychodynamic balance, they have resulted in damage to physical and psychological health (TUNDIS; MONTEIRO, 2018, p. 7).

Quality of life is identified as a complex, subjective, and distinct organism for each person, according to the context in which they are inserted. Identifying how teachers perceive their quality of life and well-being allows the possibility of collecting relevant information for the working class, managers, and the scientific community (ARALDI *et al.*, 2022). A person's quality of life in all its aspects is associated with their satisfaction with work and other variables that make up their work activity, representing their quality of life at work (QWL) (CAMPOS, RODRIGUES NETO, 2008).

Teacher well-being is determined as something that results from the experience of positive experiences, developed in the convergence of two factors, one objective and the other subjective. The factor characterized as objective represents the aspects of the work and the circumstances available for its execution, represented by the component of the work activity (activities developed), relational (interpersonal relationships), socioeconomic, and infrastructural (environment). The subjective factor is associated with the personal dimensions (competence, ability, needs, desire, values, belief, education, and life project), in addition to self-acceptance, positive relationships with other people, autonomy, mastery of the environment, life purpose, and personal growth. The cognitive and affective analyses that the teacher makes of himself as a worker and the working conditions specify the teacher's well-being or malaise (REBOLO; BUENO, 2014).

Teaching needs motivated educators who have the enthusiasm, capacity, and competence to carry out their activities, continuously updating themselves to meet the demands of society. However, if the teacher does not have a satisfactory quality of life and well-being related to his or her work assignments, such conditions may harm the development of his or her duties and consequences in the teaching-learning process (MENDES; FERREIRA, 2007).

It is essential to identify the possibilities that promote healthy and productive environments in which teachers obtain the opportunity to expand and strengthen free intellectual production, observing the period of their working hours, providing the application of their competencies and subjectivities, collaborating effectively for the social, political and economic promotion of society (CASSANDRE, 2011).

The efficiency of preventive actions constitutes the perspective of better panoramas in the work environment, creating greater pretensions to exercise and remain in the teaching work (FRITZ; PEIXOTO, 2022).

In order to analyze the issues about the quality of life and well-being of teachers, it is essential to develop preventive care related to the promotion of workers' health. Such criteria transmute into investment in health, quality of life, and teacher well-being, which directly reflect on the educational singularities of higher education.

METHODOLOGY

To develop this study, the assumptions of the integrative literature review were applied to outline an analysis of the knowledge produced in previous studies on the subject. The development of the integrative review followed the following steps: 1st - identification of the theme and selection of the research question, 2nd - establishment of inclusion and exclusion criteria, 3rd - identification of pre-selected and selected studies, 4th - categorization of the selected studies, 5th - analysis and interpretation of the results and 6th - presentation of the review/synthesis of knowledge (BOTELHO; WEDGE; MACEDO, 2011).

The problem was recognized by aspects of relevance of the guiding question, "How is the quality of life and subjective well-being presented by higher education professors characterized?"

PROCEDURES

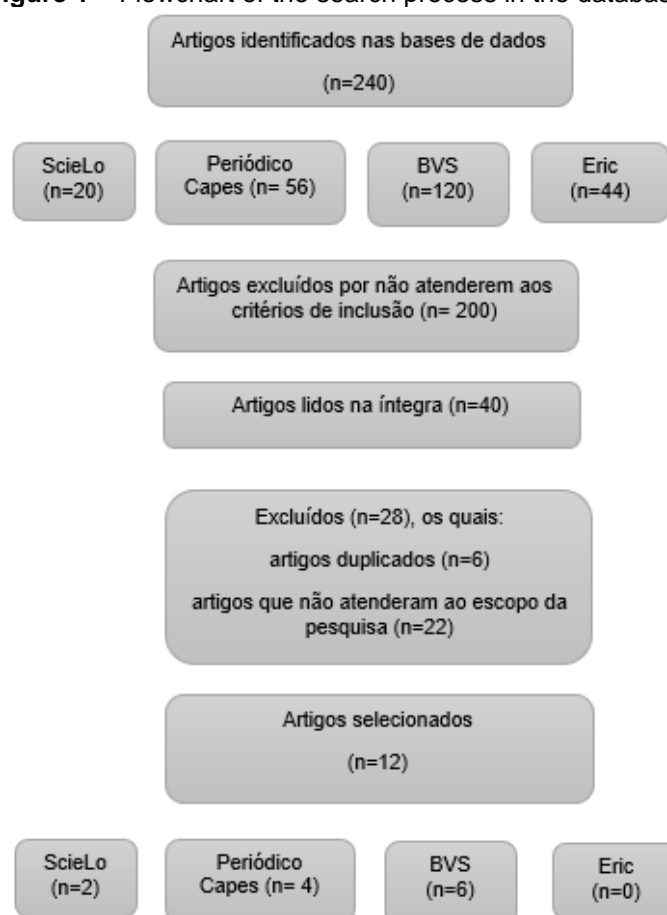
After identifying the subject and selecting the research question, the search in the databases was initiated. The time cut was delimited in a period of 10 years. The databases used for the research were *Electronic Library Online* (SciELO), the journal platform of the Coordination for the Improvement of Higher Education - CAPES.; *Education Resources Information Center* (Eric); Latin American and Caribbean Literature in Health Sciences (VHL-LILACS). The descriptors used were: Quality of Life, Subjective Well-Being, Teachers and Higher Education and their correlates in the English language (*Quality of life, Subjective Well-Being; Teachers; University education*). To compose the search strategy, we selected the keywords that were combined with the Boolean operator "AND".

The inclusion criteria for the articles were: being in line with the subject, original article, full open text available, peer-reviewed, in Portuguese, English and Spanish, published between the years 2014 and 2024. Experience reports, reflection studies, opinion articles, duplicate publications, abstracts of proceedings, theses and dissertations, non-peer-reviewed articles, and the determined time frame were excluded. From the

search procedure of the research, 240 studies were identified in the electronic bibliographic databases.

The identified articles were pre-selected by reading the title, abstract, and keywords, excluding those that did not meet the inclusion criteria, totaling 200 articles. A total of 40 articles were selected for full reading, from which duplicates and those that did not meet the scope of this review were excluded, totaling 28, resulting in a final sample of 12 articles. Of these, two studies were obtained from the ScieLO database, four from the Capes journal, and six from the VHL-LILACS. All articles selected in the Eric database were excluded because they did not meet the scope of the search. The flowchart of the search procedure in the databases is represented in Figure 1.

Figure 1 – Flowchart of the search process in the databases.



Source: Researchers, 2024.

The selected articles were categorized according to Ursi (2005), which makes it possible to verify each article separately, recording the information extracted both in terms of methodological characteristics and research results. The instrument used consisted of

the following information: title of the article, journal, author(s), language, country, year, institution, area of teaching activity, objective, methodology, and conclusion of the research result.

RESULTS

The systematization of the articles allowed the interpretation of the data and shows that the quality of life and well-being of professors who work in Higher Education Institutions (HEIs) is little studied in the Brazilian and international context. All studies were developed in Brazil, eleven of which were written in Portuguese and only one in English.

The selected studies are mostly from scientific journals in the area of Health, three of which are from Nursing (ANTONINI; *et al*, 2022; VEDOATO; *et al.*, 2021; ARAÚJO; *et al.*, 2019) two from Sciences and Collective Health (DIAS, CHAVEIRO, PORTO, 2018; SANCHEZ; *et al.*, 2019), one in Medical Education (SOUTO; *et al.*, 2016), three Multidisciplinary (MELO; *et.al*, 2023; GARDEN; *et al.*, 2022; SILVA; OLIVE TREE; SILVA, 2022), one in Physical Education (ARALDI; *et al.*, 2022), one in Education and Society (WALTERMANN; MARTINS; GEDRAT, 2022) and one Interdisciplinary (TORRES, *et al*, 2021).

The investigation carried out according to the ten-year time frame identified one publication in 2016, one in 2018, two in 2019, two in 2021, five in 2022, and one in 2023. The methodologies applied in the studies correspond to nine quantitative studies (MELO; *et.al*, 2023; TOWERS; *et.al.*, 2021; SOUTO; *et al.*, 2016; SANCHEZ; *et al.*, 2019; ARALDI; *et al.*, 2022; DIAS, CHAVEIRO, PORTO, 2018; VEDOATO; *et al.*, 2021; ARAÚJO; *et al.*, 2019; GARDEN; *et al.*, 2022), two qualitative studies (SILVA; OLIVE TREE; SILVA, 2022; ANTONINI; *et al.*, 2022) and an integrative review (WALTERMANN; MARTINS; GEDRAT, 2022).

All twelve articles in the sample addressed the theme of quality of life among professors of Higher Education Institutions (HEIs). Four articles did not mention the term well-being (ARALDI *et al.*, 2022; DIAS, CHAVEIRO, PORTO, 2018; GARDEN *et al.*, 2022; VEDOATO *et al.*, 2021), but the themes contributed to the theme of interest of the research. The *World Health Organization Quality of Life Assessment Instrument - Bref* (WHOQOL-Bref) was used in five articles (MELO *et al.*, 2023; SANCHEZ *et al.*, 2019; ARALDI *et al.*, 2022; VEDOATO *et al.*, 2021; SOUTO *et al.*, 2016). The Quality of Life at Work (QWL) instrument by Richard Walton (1973) was applied in a study (MELO *et.al.*,

2023), and the *Total Quality of Work Life* (TQWL-42) instrument was used in a survey (DIAS, CHAVEIRO, PORTO, 2018). A study was developed with professors working in Graduate Programs of Brazilian public universities (VEDOATO *et al.*, 2021).

In seven articles, the professors studied belonged to public universities (MELO; *et al.*, 2023; SOUTO; *et al.*, 2016; SANCHEZ; *et al.*, 2019; ANTONINI; *et al.*, 2022; VEDOATO; *et al.*, 2021; ARAÚJO; *et al.*, 2019; GARDEN; *et al.*, 2022); a study in a private institution (TORRES; *et al.*, 2021) and four did not identify (WALTERMANN; MARTINS; GEDRAT, 2022; SILVA; OLIVE TREE; SILVA, 2022; ARALDI; *et al.*, 2022; DAYS; KEYCHAIN; PORTO, 2018). Regarding the area of teaching activity, four studied professors in the health area (SOUTO; *et al.*, 2016; ANTONINI; *et al.*, 2022; DAYS; KEYCHAIN; PORTO, 2018; VEDOATO; *et al.*, 2021), followed by six articles that studied teachers from different areas (MELO; *et al.*, 2023; TOWERS; *et al.*, 2021; WALTERMANN; MARTINS; GEDRAT, 2022; SANCHEZ; *et al.*, 2019; ARAÚJO; *et al.*, 2019; GARDEN; *et al.*, 2022), one in the teaching of Physical Education (ARALDI; *et al.*, 2022) and one did not report (SILVA; OLIVE TREE; SILVA, 2022).

DISCUSSION

In view of the definition of the articles through the delineation of the stages of the integrative review, the content analysis of the selected material was constituted by the analysis of the co-occurrences of Bardin (2016). The analysis of co-occurrences seeks to obtain from the texts the connections between the context units using Osgood's procedure (Bardin, 2016), thus, the use of the set of keywords that correspond to the concepts was defined. They are:

- 1) **Teaching Work and Higher Education** (TORRES; *et al.*, 2021; WALTERMANN; MARTINS; GEDRAT, 2022; SILVA; OLIVE TREE; SILVA, 2022; SOUTO; *et al.*, 2016; SANCHEZ; *et al.*, 2019; ANTONINI; *et al.*, 2022; ARALDI; *et al.*, 2022; DAYS; KEYCHAIN; PORTO, 2018; VEDOATO; *et al.*, 2021; ARAÚJO; *et al.*, 2019 and JARDIM; *et al.*, 2022).
- 2) **Quality of life (QoL) and Teaching Work** (TORRES; *et al.*, 2021; WALTERMANN; MARTINS; GEDRAT, 2022; SILVA; OLIVE TREE; SILVA, 2022; SOUTO; *et al.*, 2016; SANCHEZ; *et al.*, 2019; ANTONINI; *et al.*, 2022; ARALDI; *et al.*, 2022; VEDOATO; *et al.*, 2021; ARAÚJO; *et al.*, 2019 and JARDIM; *et al.*, 2022).

- 3) **Quality of life (QoL) and well-being-being (BE) in the workplace** (MELO; *et.al.*, 2023; TOWERS; *et.al.*, 2021; WALTERMANN; MARTINS; GEDRAT, 2022; SILVA; OLIVE TREE; SILVA, 2022; SOUTO; *et al.*, 2016; SANCHEZ; *et al.*, 2019; ANTONINI; *et al.*, 2022 and ARAÚJO; *et al.*, 2019).
- 4) **Factors associated with quality of life at work (QWL) and teacher health** (MELO; *et.al.*, 2023; TOWERS; *et.al.*, 2021; WALTERMANN; MARTINS; GEDRAT, 2022; SILVA; OLIVE TREE; SILVA, 2022; SOUTO; *et al.*, 2016; SANCHEZ; *et al.*, 2019; DAYS; KEYCHAIN; PORTO, 2018; ARAÚJO; *et al.*, 2019 and JARDIM; *et al.*, 2022).

TEACHING WORK IN HIGHER EDUCATION

Teaching work in higher education is considered a complex activity that encompasses relational, pedagogical, educational, and professional characteristics. They comprise attributions performed by teachers in numerous fields of activities that integrate teaching, learning, and development of skills and abilities (WALTERMANN; MARTINS; GEDRAT, 2022). Teaching in higher education requires that the professional has capacity in his area of knowledge, with mastery of basic knowledge and professional experience in his space of intervention (ARALDI *et al.*, 2022). The teacher does not establish a limit of work activity in the classroom, acts intrinsically in research and administrative attributions, and is responsible for developing complementary and parallel activities (WALTERMANN; MARTINS; GEDRAT, 2022; ARALDI *et al.*, 2022).

The exercise of teaching is considered of great social relevance and involves a series of knowledge and skills. University teaching determines a technical specialty of knowledge and professionalism that is structured in the understanding of the appropriate teaching procedures in the same way as their practical applicability (DIAS; KEYCHAIN; PORTO, 2018). Silva, Oliveira and Silva (2022), report that the laborious pace, the precarious conditions of their activities, the intensification of cognitive demand, the absence of institutional assistance, scarce education policies, unsatisfactory salaries, lack of social recognition, indiscipline/violence and student disinterest act unfavorably on the quality of teaching life. Such aspects trigger the abandonment of working in the profession, the illness of the professional, and the low quality of teaching. The fragility and devaluation of teaching working conditions are present in higher education institutions in Brazil (DIAS; KEYCHAIN; PORTO, 2018; SILVA; OLIVE TREE; SILVA, 2022).

The environment in which higher education professors carry out their activities are characterized as stressors, as they directly affect their lives, since there are numerous obstacles associated with the transformations articulated with science, education, and work (SOUTO *et al.*, 2016). For Sanchez *et al.* (2019), teaching is a profession whose intellectual-emotional exhaustion is always present in its workers, impacting the quality of life and well-being, thus compromising the health of the worker. Teaching work in adverse environments and conditions, with few professional prospects added to personal problems, leads the teacher to be a potential candidate for the development of numerous pathologies.

It is possible to observe that teaching professionals had an increase in health problems related to the conditions and characteristics of their work (ANTONINI *et al.*, 2022). The search for efficiency in universities helps professors to make their work routine more intense, taking into account the demand for scientific production and performance in numerous activities such as teaching, commissions, and orientations (VEDOATO *et al.*, 2021; GARDEN *et al.*, 2022). For Araújo (2019), the teaching work can trigger and reach a considerable cognitive exhaustion by professionals because they work up to 40 hours a week and participate in activities carried out outside the classroom, such as bureaucratic and administrative functions and research fields.

The teaching activity is characterized by highly complex actions and attributions that need continuous updating, so the criteria determined by the capitalist society directed to educators become similar to those applied in the production process, such as quantitative goals, career advancement linked to productivity, as well as the evaluation of results as a form of social and academic recognition and remuneration (JARDIM; *et al.*, 2022).

QUALITY OF LIFE (QOL) AND TEACHING WORK

Quality of life is applied in numerous areas of study due to its complexity, importance, and subjectivity. The subject is treated by certain authors as a synonym for health and, for others, as a health condition to be investigated; however, some aspects influence it. The literature that addresses the quality of life of teachers has been significant every year, however, there are few studies belonging to higher education teachers (MELO *et al.*, 2023).

The day-to-day action on the quality of life of teachers is directly associated with numerous factors. Among them, the long period of dedication to teaching work and less availability for personal daily assignments, such as care for family members, health, and

leisure, stand out. Such factors cause an excess of personal and family demands that are responsible for harming the entire social context (SOUTO *et al.*, 2016; GARDEN *et al.*, 2022).

The transformations that have been occurring about the teaching function, such as the fragmentation of their work activities and the complexity of the demands that are determined to them, are consistent with a historical process of a vertiginous transition of the social context. Thus, teachers need to make an increasing effort to fully comply with the demands that are granted to them, in addition to performing social and emotional skills in their pedagogical skills (SILVA; OLIVE TREE; SILVA, 2022).

In the research conducted by Antonini *et al.* (2022), the author mentions the growth of health problems for teachers associated with the conditions and characteristics of their work. Issues related to: strong relationship with work pressure, productivity demands, psychological pressure, the media of devaluation and dismantling of the public service, the impact of educational policies, pedagogical and bureaucratic processes, the work relations between students, colleagues and heads, professional devaluation, the feeling of being disposable, issues that permeate the daily life of teachers making it difficult to meet the needs of students. The balance between work and personal life is linked to the physical and emotional load, excessive administrative demands, and bureaucratic activities in inappropriate circumstances of the exercise of the work to which teachers are subjected. The imbalance of this context affects the quality of life and well-being and the quality of work (ANTONINI *et al.*, 2022)element.

For Araldi *et al.* (2022), teachers must have a more determined understanding of their quality of life; this factor enables higher education institutions to perform their objectives of excellence in the quality of educational services provided and thus reduce the emotional costs that can include expenses with the health of teaching workers.

The teaching activity has been inserted by a reordering of its configuration in the social organization of work, in which subjectivity is established organized in productivism and immediacy, composed of problem-solving professionals focused on continuous updating, in addition to experiencing competition and rivalry in the work environment, affecting their quality of life (VEDOATO; *et al.*, 2021; ARALDI; *et al.* 2022).

The university environment is characterized as causing exhausting conditions because professors have intense daily lives, such as the preparation and realization of

classes and other demands under the responsibility of the function, regardless of the type of organization in which they are inserted (ARAÚJO *et al.*, 2019).

QUALITY OF LIFE (QOL) AND WELL-BEING (BE) IN THE WORKPLACE

In the research carried out by Melo *et al.* (2023), quality of life is defined as a "[...] individual's perception of his insertion in life, in the context of the culture and value system in which he lives and about his goals, expectations, standards and concerns". Quality of life is classified as a comprehensive definition that includes segments, such as spiritual, physical, mental, psychological, and emotional well-being, as well as social relationships. Work is considered a significant element that is part of life and extremely responsible for a greater or lesser influence on the quality of life. In this way, the teaching work environment should be carried out in a sphere of healthy conviviality since the social base can be the origin of well-being and quality of life (MELO *et al.*, 2023).

Certain understandings qualify that the state of well-being is related to the individual's conditions to meet his material or spiritual needs. It means a subjective condition and, thus, a personal one. The search for the satisfaction of human needs is qualified as well-being and quality of life and is inserted in the work environment. Well-being is a set of essential elements to live well, such as money to meet personal needs, health, leisure, and social relationships. There needs to be harmony and balance between the domains of personal life and work to promote a more stable life associated with the positive aspects of well-being and quality of life. The quality of life and well-being at work are difficult to analyze in the investigation of teaching activity and performance. Currently, attention has been given to the issues of the so-called teacher malaise, which includes the term of suffering and discontent that teachers experience in their profession (Torres *et al.*, 2021). For Sanchez *et al.* (2019), as in other professional occupations, the impairment of teachers' health can be associated with several factors and low quality of life.

Torres *et al.* (2021) refer to Gomide, Silvestrin, and Oliveira (2015), who expose the three focuses of well-being in the workplace. The first concerns the work aspect, the harmony between the positive and negative aspects observed, called subjective well-being by the authors. The second refers to the positive point evaluated in some contexts, such as the place where they work, financial incentives, and career plans. The third addresses well-being at work as a synonym for quality of life at work without differentiating the terms (TORRES *et al.*, 2021).

Work is a motivator of happiness and a health-promoting agent when it is based on ethical and respectful conceptions. It enables the worker to have a scenario that enables the promotion of self-esteem, self-concept, success, satisfaction, achievement, development, becoming the source of satisfaction, quality of life, well-being, and happiness (WALTERMANN; MARTINS; GEDRAT, 2022).

Work activity is considered a relevant element in increasing the quality of life. It is perceived that in the teaching performance, this fact does not always fulfill this attribution, being capable of interfering negatively in the well-being, and can trigger a process of illness motivated by numerous conditions related to the work context. Given these facts, quality of life must be understood as the union of numerous factors that provide balance and well-being to the human being in the face of emotional, physical, and mental aspects, in addition to social relationships (SILVA; OLIVE TREE; SILVA, 2022).

A study by Antonini *et al.* (2022) pointed out that professors recognized that the aspects of work and interpersonal relationships are elements that affect well-being in the same way that the work environment and lifestyle habits provide health promotion, reverberating in the improvement of quality of life.

Quality of life is associated with intrinsic and extrinsic aspects of living conditions in the work context, including well-being, preservation of health, physical, mental, and social safety, and qualification to perform activities with safety and with the appropriate use of individual capacity (JARDIM *et al.*, 2022).

FACTORS ASSOCIATED WITH QUALITY OF LIFE AT WORK (QWL) AND TEACHER HEALTH

The definition of quality of life at work is very broad, as it encompasses physical conditions as well as a set of psychological and social circumstances related to the work environment. Quality of life at work refers to behavioral issues that involve human needs and individual behaviors in the work environment, identity, and tasks (SILVA; OLIVE TREE; SILVA, 2022).

The quality of life at work is studied by the continuous positive evaluations that teachers make about the panorama of their activities and their organization. It is defined as the connection between positive experiences (well-being at work) and negative experiences (malaise at work), which evidences particularities regarding good quality of life at work (positive experiences prevail) or poor quality of life at work (TORRES *et al.*, 2021).

Factors associated with quality of life at work are directly related to emotional state. Health is considered a condition of complete conscious well-being in which one is in full physiological and psychic activity, reacting to one's physical, biological, and social environment and not only the absence of a pathological state or illness (TORRES *et al.*, 2021).

A study conducted by Melo *et al.* (2023) showed that the perception of quality of life for the segment of male teachers was revealed to be higher than that of women in all domains analyzed. The authors consider this result, based on and in agreement with Barata (2009) who mentions that the paid working conditions of teachers with long working hours, added to domestic activities, child care and being married, increased the possibility of developing psychiatric disorders, in addition to the somatization of these symptoms embodied in physical fatigue, exhaustion and a decrease in the quality of the work performed.

Suffering, biopsychosocial pathologies, and physical health were considered the main causes of consequences in the quality of teaching life (WALTERMANN; MARTINS; GEDRAT, 2022; SILVA; OLIVE TREE; SILVA, 2022). Teacher health has become a strong element of study due to its multidisciplinary relevance. There is evidence of an increase in health problems associated with teachers with impairment in the development of work capacity (SILVA; OLIVE TREE; SILVA, 2022).

Poor quality of life affects the performance of workers' physical and mental health, interferes with the development of the organization and the performance of their duties, and can be related to stress, nervous tension, muscle fatigue, repetitive strain injuries, and work-related musculoskeletal disorders (SOUTO; *et al.*, 2016; SANCHEZ, *et al.*, 2018).

A study conducted by Sanchez *et al.* (2018) exposes that the university teaching career is constituted by a significant interest and involvement of professionals, but the singularities of the exercise negatively influence aspects associated with health with reflection on quality of life and quality of life at work. The authors mention that the health-disease process of teachers is also constructed at work, being constituted of a triple nature: biological, psychological, and social, interdependent and contradictory, as work can refer to varied situations of consumption, satisfaction, illness, and death. Compared to any other work practice, the impairment of teachers' health status can be related to numerous factors and is associated with low quality of life. Work is seen as a universe of confirmation

of self-esteem, expansion of capacities, externalization of emotions, being a place for the construction of individual trajectory and social identity.

Jardim *et al.* (2022) state in their study that teaching work is an activity of ambiguous experiences, as it can cause situations of physical and emotional exhaustion, as well as contentment and professional satisfaction. It was verified by the authors that even with a high motivation in the teaching work, dissatisfaction related to the attributions performed and the quality of life at work and the negative self-evaluation of health were also expressive.

However, the work environment without quality of life can trigger occupational diseases, affecting the physical and mental health conditions of teachers (SANCHEZ, *et al.*, 2018; ARAÚJO; *et al.*, 2019; DAYS; KEYCHAIN; PORTO, 2018; TOWERS; *et al.*, 2021; SILVA; OLIVE TREE; SILVA, 2022; WALTERMANN; MARTINS; GEDRAT, 2022; JARDIM, *et al.*, 2022; MELO; *et al.*, 2023).

Health promotion strategies in the teaching work are seen as a resource of attention and collective care to prevent and reduce the consequences of physical and emotional exhaustion developed in the work environment (ANTONINI *et al.*, 2022).

The health of higher education teachers is the target of attention of numerous segments of society, as this professional is the reason for intense social pressure for having to prove in many situations their capacity and competence in the development of their activities. In this way, there is a psychological, physical, and emotional exhaustion that can promote stress, depression, and feelings of professional discontent. Thus, there is an urgency for actions to reduce setbacks linked to work activities and promote teacher health (ARAÚJO *et al.*, 2019).

CONCLUSION

The progressive increase in the relevance of quality of life and well-being in the workplace reflects recent changes in the field of occupational health. In this perspective, the higher education teacher is a professional who develops complex and challenging activities and understands a relevant element of the economic, social, and cultural development of a country. The fundamental aspects for the commitment of teaching practice are associated with well-being and quality of life in the work environment.

The presence of such factors promotes greater performance in the exercise of the profession and demonstrates how significant the perception of quality of life and well-being in higher education is.

The findings of the research allow us to consider that the teacher who works in higher education has different realities of interference that allow us to understand that the quality of life and well-being are susceptible to transformations through socio-political demands, long working hours, career plans and remuneration, professional recognition, continuing education, conflicting situations and environments, bureaucratic and administrative functions and fields of research and extension.

The data obtained in this study allowed the identification of low levels of satisfaction, well-being, and quality of life related to work and teaching practice. The survey also showed that the perception of quality of life for the segment of male teachers is higher than that of women.

It is important to emphasize the urgency of a more careful look at the reasons that affect the quality of life and well-being of professors who work in higher education. Health promotion practices are necessary to minimize health impacts, have a positive impact on quality of life and well-being, and as a result, improve educational work, teaching-learning, and all those involved in the educational scenario.

The research that addresses this theme has been more expressive over the last few years, mainly related to the theme of quality of life. However, the study, through the evaluation of the data, demonstrated that the quality of life and well-being of professors who work in Higher Education Institutions (HEIs) is little studied both in the Brazilian and international contexts, characterizing a scarcity of content in the databases.

Therefore, as future guidelines, it is of fundamental importance to expand and deepen this investigation since the teacher is responsible for guiding and training social actors through ethical, moral, and professional training, contributing to the formation of a productive and critical society. To this end, teachers need adequate conditions of quality of life and well-being for the satisfactory development of their profession.

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