

Mental health of higher education nursing teacher – intervention practices: a bibliometric study

Saúde mental do docente do ensino superior de enfermagem – práticas de intervenção: um estudo bibliométrico

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ABSTRACT

The objective of this study was to identify the scientific production on the interventions for mental health of the teaching staff of Nursing in the period between 2005 and 2015, and to describe the scientific production identified according to the number of articles published; year; periodical in which it was published; study design; thematic approach and descriptors used. This is a bibliometric review of the literature. The LILACS, MEDLINE, BDNF and CINAHL databases were used for the selection of the articles. The results identified 98 articles and selected 20, from the reading of the studies in full, being excluded the duplicate studies and those that did not meet the inclusion criteria. As for the journals, 06 were identified, of which 04 were specific to nursing, four from the general health area and two focused on the psychology area. The articles analyzed in this study make it clear that working conditions, the precariousness of teaching and the teacher's perception of their professional reality are directly related to their health. It is concluded that the studies presented here contributed to point out ways and direct actions in the attempt to develop strategies / interventions of the workers and to help the individual to develop maneuvers prevention of coping with the disease, minimizing suffering and collaborating with their quality of life and health mental.

Keywords: Mental Health; Nursing; Teachers; Intervention.

RESUMO

Objetiva-se identificar a produção científica sobre as intervenções para saúde mental do docente de ensino superior de Enfermagem no período entre 2005 e 2015, e descrever a produção científica identificada de acordo com: o número de artigos publicados; ano; periódico em que foi publicado; delineamento do estudo; temática abordada e descritores usados. Trata-se de revisão bibliométrica da literatura. Para a seleção dos artigos foram utilizadas as bases de dados LILACS, MEDLINE, BDNF e CINAHL. Os resultados identificaram 98 artigos e selecionados 20, a partir da leitura dos estudos na íntegra, sendo excluídos os estudos duplicados e aqueles que não atendiam aos critérios de inclusão. Quanto aos periódicos, foram identificados 06, sendo 04 específicos de enfermagem, quatro da área de saúde geral e dois voltados para a área de psicologia. Os artigos analisados neste estudo deixam claro que as condições de trabalho, a precarização do ensino e a percepção que o professor tem sobre sua realidade profissional, têm relação direta com sua saúde. Conclui-se que os estudos aqui apresentados contribuíram para apontar caminhos e direcionar ações na tentativa de desenvolver estratégias / intervenções nos trabalhadores e auxiliar o indivíduo a desenvolver manobras prevenção de enfrentamento da doença, minimizando o sofrimento e colaborando com sua qualidade de vida e saúde mental.

Palavras-chave: Saúde Mental; Enfermagem; Docentes; Intervenção.

NOTA

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INTRODUCTION

The popular imaginary of teacher making is seen more as a vocation, a mission to be performed, than a profession itself. Thus, the remuneration of the educator carries with it an attribute that is more like a “cost aid” than the payment for the activities developed⁽¹⁾.

If on the one hand the teacher is seen as performing a vocational activity, on the other, he has lost his autonomy, having to submit to devices, methods and norms, which he did not participate in his establishment and often does not agree.

The school daily routine also requires bureaucratic questions such as: filling in activity reports, lesson plans, passbooks and notes, pedagogic meetings, orientation, research and extension, which take considerable time and do not earn a return⁽²⁾.

In a study⁽³⁾ with 101 teachers from the state public network of the city of Maringá - PR, also using the Maslach Burnout Inventory (MBI) factor analysis, above average values were found for 42.5% of educators with emotional exhaustion, 36.5% with reduced in their occupational activities, while 31.7% had dehumanization.

The educational market has shown growth in the last decades, especially among private institutions, providing a market dispute between teachers, who need to be updated with the subjects of their discipline and, accumulating more and more functions, besides competing with the new information disseminated through the Internet and other means of communication.

The main changes occurred in the current educational scenario are related to the reduction of the breadth of their teaching performance, that is, high level tasks are transformed into routines, requiring the teacher to submit to a set of bureaucratic aspects. The teacher currently has less time to perform his work, as well as for professional updating, leisure, social interaction and reduced opportunities for creative work⁽⁴⁾.

In this sense, the analyzes on the trends and configurations of the contemporary work point out important situations to be reflected when it is thought about the surveillance and its interfaces with the problematics of the mental health of the teachers.

With the incorporation of computerization and new technologies has intensified the psychological pressures, as they demand greater vigilance, attention and availability of the teaching staff. At the same time, we can see increased vigilance and control over workers, their income and performance via digital devices and information technologies⁽⁵⁾.

Although the phenomena of mental health are on the rise, in the central issue for the workers at the present time, there are no strategies for integrating this issue into the health surveillance actions of the worker. Insti-

tutional guidelines are still incipient for actions that go beyond attention to diseases, compulsory notification of work-related mental disorders and referrals to specialists in psychology and psychiatry clinics.

It should be emphasized that conventional health and safety at work programs are generally focused on dealing with physical, chemical, biological or ergonomic risks in the workplace environment, they do not offer alternatives for interventions regarding the relationships between work organization and the various manifestations of discomfort with regard to mental health⁽⁶⁾.

It is considered that the present work assumes a relevant character, as it seeks to fill a gap in the literature on the area of prevention of mental health disorders, besides enabling debate about the process of health intervention and its challenges, favoring the construction of new knowledge.

Outlining as a guiding question: What is the panorama about the scientific production in the last years of the Mental Health of the Higher Nursing Teaching Professor and the intervention practices?

The objectives of the study are to identify the scientific production on the interventions for mental health of the teaching staff of Nursing in the period between 2005 and 2015; and describe the scientific production identified according to: the number of articles published; year; periodical in which it was published; study design; thematic approach and descriptors used.

METHOD

This is a bibliometric review of the literature. Bibliometrics aims to quantitatively analyze the process of scientific or technical publication in a given area of knowledge and, thus, allow the development of reliable indicators.

For the selection of articles, the Latin American and Caribbean Literature in Health Sciences (LILACS), Medical Literature Analysis and Retrieval System on-line (MEDLINE), Nursing Database (BDENF) and Cumulative Index to Nursing and Allied Health Literature (CINAHL). The criteria for inclusion of the articles were: articles in Portuguese, English and Spanish with online availability in full; published in the period between January 2005 and January 2015; and studies that discuss procedures, interventions or guidelines for the mental health of nursing higher education teachers.

The search was performed by the online access in the databases selected, independently, by two reviewers. The controlled terms used were higher education, nursing, mental health, teacher. To organize the study sample, a spreadsheet was developed in Microsoft Office Excel[®] software.

RESULTS

98 articles were selected and 20 were selected from the reading of the studies in the whole, being excluded duplicate studies and those that did not meet the inclusion criteria. As for the journals, 12 were identified, being 06 specific Nursing, 04 General Health area and 02 focused on the area of Psychology.

From 2006 to 2011 and in the year 2013, there was a greater number of publications related to mental health of higher education workers, being: 5% in 2006, 5% in 2008, 15% in 2009, 12.5% in 2010, 5% in 2011, 10% in 2012, 25% in 2013 and 5% in 2014.

The distribution of articles was higher in the following journals: Brazilian Journal of Nursing - REBEN (10%), Revista da Escola de Enfermagem da Universidade de São Paulo - REEUSP (15%) and Latin American

Journal of Nursing - RLAE (20%). Although a greater number of publications were identified in these three journals, there was a progressive increase of publications on mental health of the worker in the other journals consulted in the specific area of mental health (Table 1).

As to the design of the studies, most authors used a qualitative approach (79%), followed by quantitative (14.5%) and a mixed approach (6.5%). As to type of publication 12 (60%) were original articles, of which 07 (35%) were descriptive studies and only one (5%) intervention study.

With regard to the topics covered in the studies, the articles that deal with the process of teaching work (30%), Surveillance in mental health of the worker (15%) and Occupational and psychosocial risks of the teacher (15%) were highlighted, as shown by the data from Table 2.

TABLE 1 – Distribution of the production about the mental health of the teacher of higher education according to periodical and year of publication. Rio de Janeiro, RJ, Brazil 2016

Ano Journal	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
Revista Brasileira de Enfermagem	-	-	-	-	2	-	-	-	-	-	-	2
Revista da Escola de Enfermagem da USP	-	-	-	-	-	-	-	1	2	-	-	3
Revista Latino Americana de Enfermagem	-	-	-	-	-	2	-	-	2	-	-	4
Nurse Education Practice Journal	-	1	-	1	-	-	-	-	-	1	-	3
Journal of Mental Health Nursing	-	-	-	-	-	-	1	-	-	-	-	1
Revista Gaúcha de Enfermagem	-	-	-	-	-	-	-	1	-	-	-	1
Revista Mineira de Enfermagem	-	-	-	-	-	1	-	1	-	-	-	2
Cogitare de Enfermagem	-	-	-	-	1	-	-	-	-	1	-	2
Total		1	-	1	2	2	1	2	5	1	0	20

Source: data of the authors.

TABLE 2 – Distribution of the production about the mental health of the teacher of the higher education according to the thematic approach. Rio de Janeiro, RJ, Brazil, 2016

Thematic/ subject addressed	Number of articles	%
Teachers' Working Conditions	6	30%
Teaching work	6	30%
Interdisciplinarity favoring worker health	1	5%
Surveillance in worker mental health	3	15%
Impact with intervention use on worker health	1	5%
Occupational and psychosocial risks of teachers	3	15%
Total	20	100

Source: data of the authors.



The main keywords for which indexed studies included: intervention, mental health, teacher, teacher, teaching, higher education, intervention in the crisis, nursing, those cited only once were grouped in others (Table 3).

DISCUSSION

Initially, it was observed that few articles analyzed explain the relationships between their findings and the use of interventions or guidelines for the mental health of the higher education teacher, as well as the Nursing teacher. To reach these relationships in this study, it was necessary to consider implicit content or ideas underlying the explicit contents of the analytic corpus.

We show that the theoretical perspectives and sanitary practices in mental health in the country are still very limited and there is much to be done in this regard. It would be necessary to incorporate a multiplicity of concepts and methods of theoretical approaches to inform the daily practices of the public services of the health worker.

Great part of the attention, prevention, recovery and promotion actions around mental health are still carried out by social actors who continue to produce actions that permeate the recognition of pathology and concomitant use of curative action⁽⁵⁾.

The Brazilian Psychiatric Reform Movement has favored the expression of a greater theoretical and political maturity that transcends the search for exclusively technical or administrative solutions, which propose that the issues of a theoretical, political, cultural and social scope of the individual be worked in a single moment⁽⁷⁾.

It has been emphasized in the articles that the effectiveness of the interventions, are still in the fight against the disease establishing an erroneous resolution. Preventive actions should be viable, with the mental health event still stigmatized and considered solely as an individual responsibility and a narrow boundary between the professional-user relationship and should begin to be understood as a problem of the individual-work process relationship and organization.

We believe that prevention in mental health should be associated with the idea of anticipating aspects that influence people's daily lives⁽¹⁾.

The approach of the articles highlighted some issues, such as the teaching work and the conditions of this work, addressing the teaching category as one of the most exposed and required among the professional categories, suffering critics and society charges.

In this sense, the educational system has been facing an unprecedented crisis in the last 30 years, with teachers demanding respect and conditions more worthy of work. However, these professionals are required to have a good qualification, quality of teaching, continuous updating of knowledge, without being given subsidies for this. Most of the time, the teacher makes investments with his own resources to remain qualified⁽⁸⁾.

The articles analyzed make it clear that working conditions, the precariousness of teaching and the teacher's perception of their professional reality are directly related to their health. In order to investigate intervention proposals with a preventive approach, we see practice that is far from the theoretical guidelines.

In most of the studies with systematized design, it was verified that the authors still seek to reveal who these individuals are, in what scenario they are inserted, what factors this environment determines and what occupational and psychosocial risks affect these subjects.

The recent increase in the number of studies on the sickness of teachers shows that, for a long time, little attention has been given to the health of workers who carry out the important task of teaching. Considering that education is the ballast of a nation, it is the question of how it is possible to have no concern or provision of good working conditions, precisely for those who are responsible for this task.

In a study⁽⁹⁾, the author corroborated, describing in the narratives of all interviewees indications that they were aware of the precariousness and wear and tear to which they are subjected, some referring to academic "mercantilism" or "productivism".

We emphasize that in addition to seeking knowledge about the relationships between professional activity and the emergence of diseases, it is relevant that studies are carried out that result in effective proposals for changes in the work relations of teachers, which necessarily per-

TABLE 3 – Distribution of the keywords used for indexing the studies that addressed the intervention practice in the mental health of the higher education teacher. Rio de Janeiro, RJ, Brazil, 2016

Keywords	n: 20
intervention / mental health / teaching	02/03
higher education / nursing /	01/01
worker / teacher / strategies / coping	02/03/01
intervention in the crisis / health of the worker /	01/01
educators / mental health	02/01
university professor / nursing / others.	01/01

Source: data of the authors.

vades their value (better remuneration), so that it does not require days, doubles or even triples (morning, afternoon and night), work to guarantee their livelihood and their family, avoiding the general physical exhaustion⁽¹⁰⁾.

Similarly, payment for teacher refresher activities (courses, trainings, lectures, congresses and others) should be promoted by the government in the case of public schools; and by educational institutions, in the case of private schools, not being restricted to those that are most costly for students.

Therefore, the scope of mental health requires a careful analysis of existing data, seeking to qualify this information. There are limitations in these reports and in the records of events regarding the relation to work, especially since certain manifestations of suffering are not necessarily quantifiable. Among the strategies to pro-

mote the mental health of workers, the use of sensitivity and, above all, creativity as tools to overcome the possible obstacles that may arise due to the attitudes they need to adopt in their daily lives⁽¹¹⁾.

CONCLUSION

The results allowed to characterize the scientific production in the context of the last ten years, being possible to identify the quantitative, distribution, thematic, delineations, authors, evidencing a tendency to great expansion.

The studies presented here contributed to pointing out ways and directing actions in the attempt to develop strategies/interventions in the workers and help the individual to develop maneuvers prevention of coping with the disease, minimizing suffering and collaborating with their quality of life and mental health.

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