
Title

High workload is related to lower quality of life in public school teachers: A cross-sectional study

Abstract

BACKGROUND: People with long work hours, as evidenced by teachers, were more likely to present health problems that impact their quality of life (QoL). The reduced physical activity (PA) level or higher sedentary behavior in public school teachers was related to obesity. Although PA seems to improve the QoL in other professions, assessing whether the PA level could influence the relationship between workload and QoL in public school teachers is necessary. OBJECTIVE: To analyze whether the high workload was related to worse QoL in teachers considered less active and more active. METHODS: Two hundred forty-three teachers from public schools participated in this study. The domains of QoL and PA levels were assessed by SF-36 and Baecke questionnaires, respectively. Workload perception was assessed by a Likert scale. Binary logistic regression analyzed the association between high workload and QoL domains in teachers considering the PA level in a model adjusted by confounding factors (i.e., sex, age, and socioeconomic condition). RESULTS: Heavy workload was associated with less chances of having better physical limitation domain of both less and more physically active teachers. Less active teachers with heavy workloads were 53%, 61%, and 56% less likely to have better vitality, social functioning, and mental health, respectively. No such associations were observed in the more physically active teachers. CONCLUSION: Less active teachers with a heavy workload demonstrate lower QoL. Although the PA practice eliminated this relationship, both active and less active teachers with a heavy workload demonstrated lower QoL in physical limitation domain. © 2024 - IOS Press. All rights reserved.

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Author(s) ID

57215865291; 56966542400; 57203576365; 57193927183; 58848324300; 57208326105; 57148200400; 24723405400

Year

2024

Source title

Work

Volume

77.0

Issue

3

Page start

1023

Page end

1029

Page count

6.0

DOI

10.3233/WOR-230187

Link

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-85187134265&doi=10.3233%2fWOR-230187&partnerID=40&md5=c7f59f8dae59dc405430bb643c54213f>

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Author Keywords

adults; exercise; mental health; physical activity; quality of life; Teaching; workload

Index Keywords

Cross-Sectional Studies; Humans; Mental Health; Quality of Life; School Teachers; Surveys and Questionnaires; Workload; cross-sectional study; human; mental health; quality of life; questionnaire; school teacher; workload

Funding Details

Universidade Estadual Paulista, UNESP; Coordenação de Aperfeiçoamento de Pessoal de Nível Superior, CAPES; Conselho Nacional de Desenvolvimento Científico e Tecnológico, CNPq, (305886/2022-3); Conselho Nacional de Desenvolvimento Científico e Tecnológico, CNPq

Funding Texts

VSB was financed by São Paulo State University (UNESP) (Edital 13/2022/PROPe). LDD was supported by Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (Capes) (Finance code 001). DGDC holds a Productivity Fellowship from the National Council for Scientific and Technological Development (Grant number: 305886/2022-3).

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Publisher

IOS Press BV

ISSN

10519815

CODEN

WORKF

PubMed ID

37781852.0

Language of Original Document

English

Abbreviated Source Title

Work

Document Type

Article

Publication Stage

Final

Source

Scopus

EID

2-s2.0-85187134265