

BODY MASS AND QUALITY OF LIFE INDICATORS OF HEALTH ACADEMICS AT A UNIVERSITY IN THE STATE OF AMAZONAS

Jefferson Jurema

Lecturer/researcher at the Department of
Physical Education – ESA – UEA

Antônio César Rodrigues Braga

Student of the Medicine Course - ESA – UEA

Olívia Alves Martins de Alencar

Student of the Medicine Course - ESA – UEA

Karina Macedo Gomes

Student of the Medicine Course - ESA – UEA

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Abstract: The undergraduate courses in have faced constant transformations, referring to social changes, the epidemiological profile of health problems and it is still possible to identify challenges inherent to training in the health area, highlighting the profile of students of undergraduate courses at health, making it necessary to research about the sociodemographic and academic profile of students in the academic environment, investigating how they are in this environment and their quality of life. In view of this, we proposed to investigate the sociodemographic profile of academics in the health area of the Universidade do Estado do Amazonas, in order to describe it, correlating it with the data collected on quality of life and thus deepening the knowledge about the subjects. Cross-sectional quantitative research will be carried out. The data obtained were analyzed both by means of statics in Excel and by the questionnaire protocol adopted.. It was applied to a sample of 343 students, above what was required by the sample calculation. In it, the course with the highest incidence of ideal BMI was the Physical Education course. As for the quality of life, in ranking, where the Nursing, Physical Education and medicine courses had the best quality, respectively, while dentistry was in last place. Regarding the sociodemographic profile, we used the amount of minimum wages per capita as an indicator, with medicine having the highest accumulation of income. Meanwhile, dentistry had more than 58% of its population with income below 2.9 minimum wages. This directly affected their quality of life, especially those in full-time courses, since, for their survival and that of their families,

Keywords: Quality of life; Collective health; College students.

INTRODUCTION

Quality of life is conceptualized as follows: “The individual’s perception of their insertion in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns.” (The WHOQOL Group, 1994, p. 17).

Gill & Feisstain (1994) emphasize that quality of life is not restricted to emotional, physical and mental well-being, but also to relationships with family, friends, work, and everyday situations. And that depends on each person. Concluding that the quality of life is a personal perception.

A phase of life in which many individuals undergo changes is entering the university, due to acquired autonomy. And according to Martins et al (2008) the lives of university students can be affected by factors such as diet, drug use, alcohol, physical activity and sexual behavior, which directly affects quality of life.

According to Ferraz & Pereira (2002) the transition to the University puts students in a situation of increased stress, anxiety and factors related to loneliness, problems for being away from home, having to make decisions. There are also concerns about school performance, failure in exams, in addition to personal problems related to the family environment.

According to Rocha et al. (2010, p. 285), “the fast pace, excessive working hours and the work shift are factors that can develop occupational stress”. Therefore, we can correlate the exhausting journeys with the decrease in the quality of life.

Obesity is also correlated with psychological disorders such as depression and anxiety (LIN HY et al., 2013). In addition, the low quality of life, which directly affects people who are overweight or obese (KUNKEL et al., 2009).

The main objective of this work was to investigate the sociodemographic profile and

the indicators of quality of life present among academics in the health area at the State University of Amazonas.

The research is justified for contributing modestly with new updated data on the characterization of health academics, in addition to the knowledge of their quality of life indicators. This way, the health courses will know more characteristics of those who are in the professional training process, giving the university the possibility to intervene more effectively in any difficulties that may interfere with learning.

There may still be other students with access to this research, which may lead them to a greater search for solutions and society may have a glimpse of the real situation of university students in the health area, which will serve to demystify the environment and generate a greater understanding.

Some factors such as the changing environment, stress and other behaviors can affect quality of life, in addition to triggering several other aggravating factors. Among these problems are diseases in the mental, cardiac and so on. In universities it is common to find individuals who appear overweight or obese, tired or uncomfortable and still looking for places to rest and even sleep. Therefore, there is a need for further investigation into the factors that affect the quality of life among health students at the University of the State of Amazonas.

That said, we intend to investigate the sociodemographic profile of academics in the health area of the Universidade do Estado do Amazonas, in order to describe it, correlating it with the data collected on quality of life and thus deepening the knowledge about the subjects.

METHODOLOGY

This is a cross-sectional, descriptive, analytical, quantitative study. Where

there was the application of the Quality of Life questionnaire - The World Health Organization instrument to evaluate quality of life and the sociodemographic questionnaire, prepared with bases present in the literature. A form was used on the digital platform Google Forms, where responses were accepted only through the institutional email of the UEA, thus being limited to the university. Recruitment for the research was done through an email invitation, sent to the institutional addresses of students who meet the selection criteria.

The study was carried out in the field of medicine, focused on public health. At the Higher School of Health Sciences (UEA-ESA), located at Av. Carvalho Leal, 1777, district Cachoeirinha, Manaus. It lasted 12 months. The literary cohort used for the design of the project was from 1994 to 2017, for sample calculation, a document from the unit's secretariat issued in 2019 was used, with the name and year of admission to the university.

The courses in medicine, nursing, dentistry and physical education have a total of about 2,032 students registered in the university system (UEA, 2019). Using this population as a base, we intended to carry out the study adopting a confidence level of 0.95 and a margin of error of 0.05, which, after sample calculation, resulted in a sample of 324 students.

LITERATURE REVIEW

A stage of life subject to many changes that affect life as a whole and individual interests is youth (from 15 to 24 years old, according to the IBGE-Brazilian Institute of Geography and Statistics). According to Jurema & Braga et. al. (2020) youth is a period of discoveries, greater autonomy and responsibilities.

And it is precisely in this phase that the majority of university students are found, with an average of 21 years in on-site courses,

according to the INEP-National Institute of Educational Studies and Research Anísio Teixeira, in the 2016 Higher Education Census.

Padovani et al. (2014) states that the requirements in the academic environment occur since entering the institution, this fact combining with the yearnings for the future and demands of the job market, these students end up developing psycho-affective problems, in addition to negative attitudes to health such as drug use, lack of physical activity and poor diet, among others.

Almeida et. al. (2012) concludes that quality of life is associated with different concepts such as housing, leisure, physical activity, food and others, but that all these points are linked to well-being. Also according to him, the quality of life has always been in the life of the human being, being associated with the interests of a healthy life that meets their personal needs.

For Assis et. al. (2015), it is necessary to know the profile and characterization of the students of a particular Higher Education Institution, since this will allow the assessment of the needs and eventual demands of these academics, enabling interventions in the teaching of the institution.

According to Fleck (2000), these problems directly affect the quality of life of these people. Although the concept of quality of life is not fully defined, Quality of Life assessment instruments have traced a pattern that encompasses the following aspects: Physical, Psychological, Social Relations and Environment. As is the case with the WHOQOL (The World Health Organization Quality of Life), an instrument developed by the WHO Quality of Life group.

Silva et. al. (2006) emphasizes that the devaluation of self-image is deeply related to low self-esteem, which can cause anxiety, depression, relationship problems and social

inadequacy.

Obesity is associated with diseases such as Type 2 Diabetes Mellitus, cardiovascular diseases, respiratory diseases, diseases in the digestive tract, psychiatric diseases, cancers and osteoarthritis. In addition to being a factor linked to mortality (MARIATH, 2007).

Marcon & Gus (2007) a great benefit for preventing and fighting obesity is the practice of physical activity. Because, in addition to improving conditioning, it helps to improve the blood lipid profile, decrease triglycerides, increase HDL, decrease LDL and general cholesterol.

RESULTS

Data were collected from 343 academics, 62 students (18%) from the Physical Education course, 95 (28%) from the Medicine course, 94 (27%) from the Nursing course and 92 (27%) from the Dentistry course, all from the State University of Amazonas.

The course with the highest quality of life was Physical Education, followed by Nursing, Medicine and Dentistry, respectively, based on the completion of the questionnaire "The World Health Organization Quality of Life - WHOQOL-bref". For this ranking, the percentage of individuals who had good or excellent quality of life per course was considered and used for comparison. In the quality of life questionnaire, we classified the tool according to "needs to improve", "regular", "good" and "very good".

The best quality of life to be attributed to the physical education course can be based on the speech of Claumann et. Al. (2017) who states that in the physical education course, although there is a physical overload of exercises, mental and an exacerbated concern with the student's health stereotype that affect the quality of life, they also have a greater involvement in physical activities

providing improvements to your physical and psychological health.

This is in contrast to the fact that the dentistry course according to Rodrigues et al. Al. (2019) be characterized by the high level of stress for students where during the pre-clinical period there is a high theoretical load, great academic competition among students. When the last periods arrive, this is exacerbated by adding to this, exercising activities taking care of patients, increasing the responsibility of caring for a patient, performing irreversible treatments, cooperation of difficult patients and high demands on practical skills, factors that directly influence the quality of life of academics being an assumption to have been the course with the lowest quality of life.

During the process of analyzing the questionnaires, the data that drew the most attention was that the medicine course had the most students with a per capita salary above 2.9 minimum wages (56 students - approximately 59.6%) and in comparison physical education had only 27 students (approximately 43.5% of students) in this situation. In addition, nursing was the one with the highest number of students with a per capita income between 0.5 and 1.7 minimum wages (representing 63% of students) while the medical course had only 41% of its students in this situation.

As for the body mass index, it was possible to verify that the course with the highest percentage of individuals with BMI within the normal range was the Physical Education course, which was already expected due to its workload. The course with the most overweight or obese individuals was the Medicine course; and the one with the most underweight individuals was the Dentistry course.

According to Santos et. Al. (2017) the life habits of medical students contrast with the knowledge acquired about health since they have irregular eating habits and do not

practice physical exercise, which contributes to the highest percentage of obesity among them.

CONCLUSIONS

The training processes in undergraduate courses have faced constant transformations, referring to social changes and the epidemiological profile of health problems. In addition, in higher education, in the context of its expansion, it is possible to identify challenges inherent to training in the health area, highlighting the profile of students in undergraduate health courses. Therefore, we investigated the sociodemographic profile of academics in the health area at the State University of Amazonas and the data collected on quality of life. The research was quantitative transversal. Regarding the data obtained, we detected a very unequal distribution of income within the courses themselves, in addition to the fact that several students end up having to find secondary jobs to support themselves during college. Comparing with similar surveys.

This directly affected their quality of life, especially those taking full-time courses, since, for their survival and that of their families, they need to work during their study period or the period that must be dedicated to other activities.

It is borne in mind that this disparity may have been exacerbated by the economic and health crisis we are experiencing. However, it becomes relevant as it tends to affect the faculty as a whole, for example, in the national student quality exam and in the very professional that the faculty is creating.

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