

Teachers' Daily Lives and Their Responsibility in Health Promotion in the University Context: An Integrative Review

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Background: The educational task of nurses is to develop technical and humanistic competencies that favor preventive/promotional actions. Likewise, the responsibility in health promotion in the daily life of the teacher in the university context is relevant to improve practices. Materials and methods: Electronic database (Web of Science, Ebsco, Google Scholar, Scielo, Redalyc, Dialnet, and Scopus) were searched and 106 articles collected for the period 2012–2021. Of those, 13 articles were analyzed. The evidence highlights that the daily activity of the university teacher reflects the daily experiences of the bio-psycho-social routine represented in different roles. The importance lies in including during the teaching-learning process the development of competencies for the promotion and prevention of healthy lifestyles in the training of future nursing professionals. Conclusions: The synthesized results show that teachers should reinforce significant strategies to transfer knowledge around health promotion and disease prevention during the academic training process.

Keywords: teachers, accountability, health promotion and integrative review

INTRODUCTION

In the field of university teaching, the training of nurses is transcendental to realize reflective spaces where teaching and learning processes are shared for the development of technical and humanistic competencies in the self-care of the person, family, and community in a health–disease context (Panamericana de la Salud, 2017). Therefore, nursing teachers have a commitment to promote cultural integration, social, political, economic activity, and ethical values in the training of students (Carbacas & Soto, 2012; Rodríguez-Torres et al., 2021). In this sense, nurses have the responsibility to care for people

and place them in the best possible health conditions (González-Noguera & Guevara-Rumbos, 2018; Luna Álvarez et al., 2016). Healthy lifestyles are intended to protect life and preserve the health of the person (Lorenzo Bejarano et al., 2016).

Healthy lifestyles allude to knowledge and positive habits that are learned from the environment; over time, these become practices and customs acquired through social, cultural, economic, political, and psychological factors, which in turn have an effect on the individual (Martí Noguera et al., 2014). Health professionals are part of a society that is exposed to a variety of risk factors caused by lifestyle choices that could directly or indirectly affect their health (Meneses-La-Riva et al., 2021; Pérez Alayón & Vallaes, 2016; Suyo-Vega, Meneses-La-Riva, Fernández-Bedoya, Polônia et al., 2022). Undoubtedly, the daily work of the university nursing teacher should be framed as providing adequate conditions for the promotion of health and prevention of disease during the training and life of social actors. During the teacher-student interaction, learning is exchanged, emphasizing lifestyles as self-demanding for self-care (Sánchez-Ojeda & De Luna-Bertos, 2015; Sánchez Martínez et al., 2016).

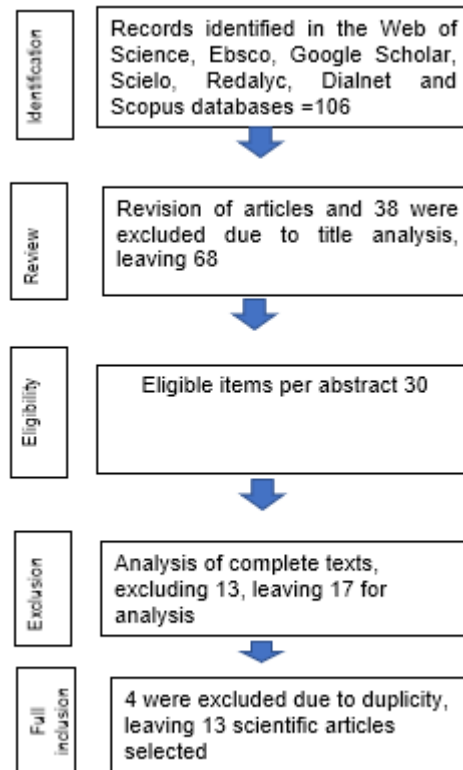
Along the same lines, lifestyle is partly familial and partly learned. It can also be perfected over time as a precondition for the development of care directed to other individuals or communities, both in the material aspect or the care procedure, and in the relational aspect, given the communication and attunement that characterizes the caregiving action (Sánchez-Ojeda & De Luna-Bertos, 2015; Vento Ruizcalderón & Ordaz Hernández, 2019).

Finally, diseases affect the population, and most are the result of people's behavior, leading to the acquisition of some physical problems such as obesity and other chronic non-communicable diseases (NCDs), and presenting an important problem at social, personal, and economic levels. In this sense, it is proposed that university teachers should be involved in health promotion and disease prevention (Lorenzo Bejarano et al., 2016; Rodríguez Diaz & Sánchez Arce, 2014; Suyo-Vega, Meneses-La-Riva, Fernández-Bedoya, Polonia et al., 2022). The present review aims to examine recent evidence on the responsibility for health promotion in the day-to-day life of the teacher in the university context.

MATERIALS AND METHODS

The proposed study is a systematic review that utilizes multidisciplinary academic databases in full text and open access such as Web of Science, Ebsco, Google Scholar, Scielo, Redalyc, Dialnet, and Scopus. In addition, the descriptors used include “daily life,” “quality of life,” “lifestyles,” “university professors,” “university,” and “social responsibility.” The Boolean operators “AND” and “OR” were used under the following structure (style) and (life), and (professor) and (university). Articles were selected according to these criteria and scientific articles were also prioritized in Spanish, Portuguese, and English languages (2012–2021). The articles selected were 106 and were eliminated due to duplicity, lack of methodology, other languages not included in the study and those that did not have complete access. This left 13 empirical studies that were analyzed by the research team [Tables 1-3]. In this process, the first and second authors selected the studies, and the third and fourth authors reviewed and confirmed the selection process [Figure 1].

FIGURE 1
PRISMA FLOWCHART OF THE ARTICLE SCREENING AND SELECTION PROCESS



RESULTS

TABLE 1
ARTICLE SELECTION PROCEDURE USING WEB OF SCIENCE, EBSCO, GOOGLE SCHOLAR, SCIELO, REDALYC, DIALNET, AND SCOPUS

Author	Methodology	Results and Conclusions
Walker VS (Walker, 2016)	Qualitative approach	University teaching work could provide experiences of promotion, prevention, and the need and conditions to sustain the quality of life.
Pérez-López et al. (Pérez-López et al., 2017)	Qualitative approach	University teaching work can transmit knowledge, giving students the opportunity to build the area and discipline with the intention of being hopeful and liberating. Likewise, the knowledge of teachers and students is exchanged in mutual learning and development; finally, the personal style is one of self-demanding and constant interrelation with the students.
Arévalo et al. (Arévalo Tabares et al., 2021)	Quantitative approach	It is necessary to create public health policies that contribute to the promotion of health in the university environment and the production of new studies on the health risks of teachers and the repercussions on their lifestyles.

Author	Methodology	Results and Conclusions
Meira et al. (Martins Meira et al., 2014)	Qualitative approach	It is concluded that it is important for the teacher/student to develop strategies to apply preventive and promotional activities to guarantee quality of life.
Álvarez, (Álvarez, 2012)	Qualitative approach	University teachers are required to include preventive activities with a greater anchoring in the contributions of other disciplines, especially the social sciences, and clearer conceptual references to link individual decisions with the possibilities or restrictions of the context.
Ahumada-Tello et al., (Ahumada-Tello et al., 2018)	Qualitative approach	The study highlights that university students consider it necessary to implement educational strategies that add value so that at the end of their studies they can join organizations and promote the development of preventive and promotional activities with social responsibility.
López-Noriega et al. (López-Noriega et al., 2016)	Quantitative approach	There is an area of opportunity in teaching, linkage with research, and linkage with the environment; students perceive the university's position on social responsibility practices as acceptable.
Küster and Vila (Küster Boluda & Vila López, 2012)	Quantitative approach	University professors have the necessary tools to provide guidance on health promotion to students.
Gil-Madrona et al. (Gil-Madrona et al., 2016)	Quantitative approach	Teachers project in students' emotional attitude, interaction, connection between theory and practice, planning, and organization in personal and professional development.
Vera et al. (Vera Guadrón et al., 2012)	Quantitative approach	The teacher develops multiple academic activities that are linked to practices and workshops for the development of students with scientific, humanistic, and social relation.
Laguado and Gómez (Laguado Jaimes & Díaz Gómez, 2014)	Quantitative approach	Although the faculty provides necessary information based on the theory of Nola Pender, university students are not performing these on a daily basis, thus placing their quality of life at risk.
López-Belmonte et al. (López-Belmonte et al., 2019)	Quantitative approach	The university faculty promotes groups of students with the purpose of raising awareness about healthy habits.
Rojas et al. (Rojas et al., 2021)	Quantitative approach	University faculty use various strategies and/or technological tools, such as podcasts, videos, and educational capsules, with the aim of strengthening the promotion of self-care.

Thirteen scientific articles on health promotion were analyzed. Of these, five (38%) were developed with a qualitative approach and eight (62%) with a quantitative approach. The results show that health promotion is a potential activity that should be stimulated to favor self-care and quality of life in the educational environment (Table 1).

DISCUSSION

According to Walker (Walker, 2016), the teaching occupation clearly aims to change others, and this work tends to facilitate the cognitive and institutional affiliation of students in university life and their preparation for future professional life.

In the practice of university teaching, the nurse who fulfills the educational role transmits significant knowledge for the development of competencies. Likewise, the development of abilities and skills to achieve reflective thinking and critical judgment of the reality circumscribed in the prevention and promotion of health (Rodríguez Díaz & Sánchez Arce, 2014).

Indeed, in the course of time, the implementations in the organization of work, alterations in the teaching system, and the adoption of new technologies have generated several transformations in the daily life of teachers. In this sense, the perception of teaching work in the globalized world reflects a productivist and explorative social reality in which precariousness and work overload stand out (Rodríguez Díaz & Sánchez Arce, 2014; Vento Ruizcalderón & Ordaz Hernández, 2019). There is a need for adequate conditions of materials, structure, and human resources to ensure a better quality of work and a healthy life for the teaching worker. Teaching work is far beyond the function of teaching and knowledge production; teachers are charged to participate in scientific productions and publications, the development of research projects, teaching, extension, collegiate meetings, monitoring of processes, and bureaucratic functions (Carbacas & Soto, 2012; López-Noriega et al., 2016).

With what has been expressed, it can be asserted that academic demands can negatively or positively influence teachers' lifestyle in different sociocultural aspects and according to individual characteristics. For this reason, Meira et al. (Rodríguez Díaz & Sánchez Arce, 2014) argue that teachers need assistance for their health and family framework, and public policies for the prevention of grievances. When university teachers decide to include healthy lifestyles in their teaching, they contribute to the reduction of diseases such as musculoskeletal and emotional disorders, among others, favoring the quality of life of students (Rojas et al., 2021). Therefore, it is suggested that the development of intervention strategies and the evaluation of their applicability are essential to increase the quality of life in both teachers and students.

Healthy Lifestyles

“Lifestyles” refers to the way of living, i.e., a series of routine, daily activities, or habits, such as food characteristics, hours of sleep or rest, consumption of alcohol, tobacco, psychoactive substances, physical activity, and sexual life. They can be healthy or harmful to health, and are closely related to the habits and way of life of the person and their group (Rojas et al., 2021; Vento Ruizcalderón & Ordaz Hernández, 2019).

Therefore, lifestyle is linked to concepts of individual behavior and behavioral patterns established from a young age and associated with sociocultural and environmental psychosocial systems, external influences, and the way of relating to social groups and the environment. In addition, lifestyle is a construct incorporated within the Health Promotion approach. The First International Conference on Health Promotion (Ottawa, 1986) concluded that as a resource for life, healthy lifestyle practices are not always adopted by the population in general or by professionals, thus limiting the ability to make decisions or control the environmental circumstances that compromise the life and health of people (Rodríguez Díaz & Sánchez Arce, 2014).

Walker (2016) identifies six dimensions that indicate that teachers possess a health-promoting lifestyle profile, highlighting the dimensions of spiritual growth, interpersonal relationships, and responsibility in health. This is because teachers manifest in feeling at peace with themselves, believe in a higher being, and are positive when undertaking a new challenge and in daily activities. There are also the dimensions of physical activity, stress management, and in maintaining routine habits or control over situations. Some teachers express difficulty in sustaining a routine and mastery of these dimensions (Rodríguez Díaz & Sánchez Arce, 2014).

Lifestyles are studied and investigated by several disciplines, such as anthropology, epidemiology, and sociology, who in their contributions analyze habits and lifestyles as a set of durable dispositions to act in a specific way. Likewise, individuals of the same social class try to share the same lifestyles, such as tastes for certain foods, sports, or hobbies, because they have the same conveniences. Habits are formed with individual aspirations and expectations to correspond with the objective possibilities to achieve them (Rodríguez Díaz & Sánchez Arce, 2014). In this meaning, health personnel must maintain a healthy lifestyle in order to remain coherent toward the pretension of directing the efforts and works that are carried out for

the care of the person, the family, and the community. Care scenarios occur in daily life, where people's daily activities and relationships occur with other people whether significant or not.

An analysis shows that failure to maintain an adequate lifestyle is a concern for society as well as for the academic world and even for those who formulate public health policies. Each person and/or health professional with his own knowledge needs to be a protagonist with conviction and foundation to change their lifestyle. It is considered that the person with everything that is wanted can be improved. Healthy and better prepared individuals are essential for individual and collective development. Along the same lines, the World Bank states that better education leads to better health outcomes and better health leads to better academic achievement (Rodríguez Diaz & Sánchez Arce, 2014).

University Social Responsibility

According to the United Nations Educational, Scientific, and Cultural Organization [UNESCO], higher education should assume social leadership in the creation of global knowledge to address global challenges, including food security, climate change, water management, intercultural dialogue, renewable energies, and public health.

The development of socially responsible professionals in the university has become a mission recognized by UNESCO and this in turn considers education, in essence, as the process of transmitting knowledge. These are various social processes that are part of the professional and personal growth of individuals in a given society. In this way, experiences and learning are transferred to new generations. Educational processes tend to strengthen the capabilities and skills of the individual, who is then able to acquire knowledge throughout life and use it to solve problems and improve their quality of life (Rodríguez Diaz & Sánchez Arce, 2014).

Social responsibility is an ethical dimension that every institution or organization should have as a vision and promote in its daily activities. For university professors, there is a challenge to promote social responsibility and even more so if the way of life is in decline. It is worth noting that when an organization takes stock of itself, its environment, and its role in it, it recognizes the overcoming of a self-centered approach. Social responsibility is also defined as the responsibility of an organization for the impacts of its decisions and activities on society and the environment. Through transparent and ethical conduct that contributes to sustainable development, including the health and well-being of society, the organization takes into account stakeholder expectations, complies with laws and international standards of conduct, and integrates such conduct throughout the organization and in all its relationships (López-Noriega et al., 2016; Rodríguez-Torres et al., 2021).

It is considered that social responsibility is a policy of continuous improvement and that each university must seek the effective execution of its social mission through the processes: a) the ethical and environmental management of the institution, and b) the formation of responsible and supportive citizens. In this sense, the university has a great responsibility and commitment to society as well as to the satisfaction of customer demand and the management. At the same time, social responsibility brings direct benefits to shareholders and ensures long-term competitiveness (López-Noriega et al., 2016; Rodríguez Diaz & Sánchez Arce, 2014).

Likewise, as part of the teaching–learning process, the teacher is a cornerstone in the generation of value of the academic product (Rodríguez Diaz & Sánchez Arce, 2014). Furthermore, teachers are responsible, among other things, for including changes and nuances that articulate the classroom climate, the quality of work, and the orientation of student learning.

The teacher is also considered as a socializing intermediary whose behavior influences the motivation of students, their performance, and their relationship or dependence with the educational institution (Luna Álvarez et al., 2016; Rodríguez Diaz & Sánchez Arce, 2014).

University teaching allows us to think of university education not only as human resources training but also as an activity aimed at providing each student with the tools and instruments needed to fully develop their potential as a person and professional. Thus, it is important to review some elements related to the nature of university teaching (González-Noguera & Guevara-Rumbos, 2018; Rodríguez Diaz & Sánchez Arce, 2014).

Finally, the vision that is intended to be instituted with University Social Responsibility is to highlight ideas that could serve as an example to design a new “social contract” between the university and society. The various points raised are intended to stimulate one’s own reflection and nurture the debate between academics, university leaders, students, and civil society (Lorenzo Bejarano et al., 2016; Sánchez Martínez et al., 2016). It is therefore desirable that each university and each teaching group design its own action policy in relation to its own identity, social context, and everyday life.

CONCLUSION

In their daily lives, teachers develop patterns of social interaction based on collective modes of behavior or social conduct. As part of this behavior, lifestyle is considered a vital basis for the quality of life of individuals in general and of teachers in particular due to the mission they perform. This places teachers on a platform where they not only inform but also model with their attitude and form.

The university teacher is exposed to a series of risk factors due to lifestyles that directly or indirectly affect their health and lead them to acquire physical problems and chronic non-communicable and psychological diseases. Likewise, with the passage of time in university institutions, there are pedagogical and technological transformations that university teachers incorporate into their academic activity as part of the teaching-learning process.

The beginnings of the concept of social responsibility (RSU) can be traced to the early twentieth century. In recent years, RSU has had a growing influence in the management of academic institutions in South America. In Peru, these models are being applied in different institutions of higher education; hence, university teachers now also have the challenge of promoting social responsibility. University institutions cannot ignore the need for social responsibility, as part of their objectives is to train future professionals who will solve the problems demanded by society.

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